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ABSTRACT

First in a series of books designed to accompany the compact disk "Help Yourself," this book provides suggestions for classroom activities using the CD songs as a springboard into a curriculum for promoting self-esteem and safety skills among preschool children. Each section begins with sheet music and complete lyrics for each of the 12 songs, then offers a variety of activities to explore the topic of each song. The first activity for each song gives ideas for using the song during circle time. The other activities show how to expand upon the song with supporting activities designed for various areas of the classroom and various parts of the day. Many of the activities include adaptations for children with disabilities. The topics of the songs and the activities are: (1) children helping themselves; (2) basic safety awareness; (3) emotional awareness; (4) exploring self-help tasks; (5) clothing selection for different types of weather; (6) building imagination through reading; (7) individuality; (8) comfortable and uncomfortable secrets; (9) being careful with strangers; (10) name and address; (11) nutrition; and (12) self appreciation. (KB)

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Cathy Fink & Marcy Marxer

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Activities to Promote Safety & Self-Esteem

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by Kate Ross

Help Yourself!

Activities to Promote Safety and Self-Esteem

by Kate Ross

Redleaf Press
St. Paul

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INTRODUCTION

Welcome to *Help Yourself!*, a collaborative effort between renowned children's and family musicians Cathy Fink and Marcy Marxer, and Redleaf Press. This is the first in a series of three books to accompany Cathy and Marcy's CDs (the others are *Nobody Else Like Me* and *Changing Channels*). This book was written to help you bring the music on this classic children's CD into your classroom and use it to build self-confidence and self-help skills in the children in your program. Children who are confident are ready to learn. They are also more able to keep themselves safe in potentially unsafe situations, because they trust their own intuition.

Cathy and Marcy's music presents safety topics in an informal and informative way. This music is a great tool for creating curriculum on a variety of topics from personal safety to good nutrition, and this book will show you how. So open the pages, and turn up the sound!

How to Use This Book

This book is divided into twelve sections, one for each song on the recording. Each section begins with sheet music and complete lyrics for the song, followed by a brief introduction to its developmental content. You can use the sheet music to play the song on a guitar or a piano; many of the songs also work well for singing in circle times without instrumental accompaniment. Or simply sing along with the recording using the lyrics sheet.

For each song, there are activities to help you explore the topic of the song with children ages three to five and extend the topic as a theme across your curriculum. The first activity for each song gives ideas for using the song itself with children during circle time. The other activities show you how to expand upon the song with supporting activities designed for various areas of the classroom and various parts of the day.

As more and more children with special needs are mainstreamed into child care centers and other early childhood programs, it's essential to adapt curriculum to their needs. Many of the activities in this book contain adaptations for children with disabilities (see the Variations).

Help Yourself! (Cambridge, Massachusetts: Rounder Records, 1998) is available as a CD or as a cassette from Redleaf Press 800-423-8309.

HELP YOURSELF! 1

"Look! I can do it!" How many teachers have heard these words from an eager child? Children learn best by doing. In fact, most people seem to learn best through active participation. By actually feeling, doing, seeing, listening, tasting, and so forth, our bodies receive messages that help us remember what we have learned.

When children perform the ritual activities of each day, they develop self-confidence. What adults view as mundane daily chores are major confidence-building milestones for young children. Children need to practice these activities to gain a strong sense of themselves as competent, to support their emotional and cognitive development, to develop physical skills, and to become accustomed to life's tasks.

Children who help themselves will feel good about themselves and their accomplishments, and they will also develop other skills. For example, children who feel pride about putting on their own socks are also developing fine-motor skills, visual perception (knowing which way to orient the sock), and possibly the ability to follow another person's directions. While setting the table, they learn early math concepts, such as counting, one-to-one correspondence, and matching. So sit back, be patient, and let children help themselves when they can.

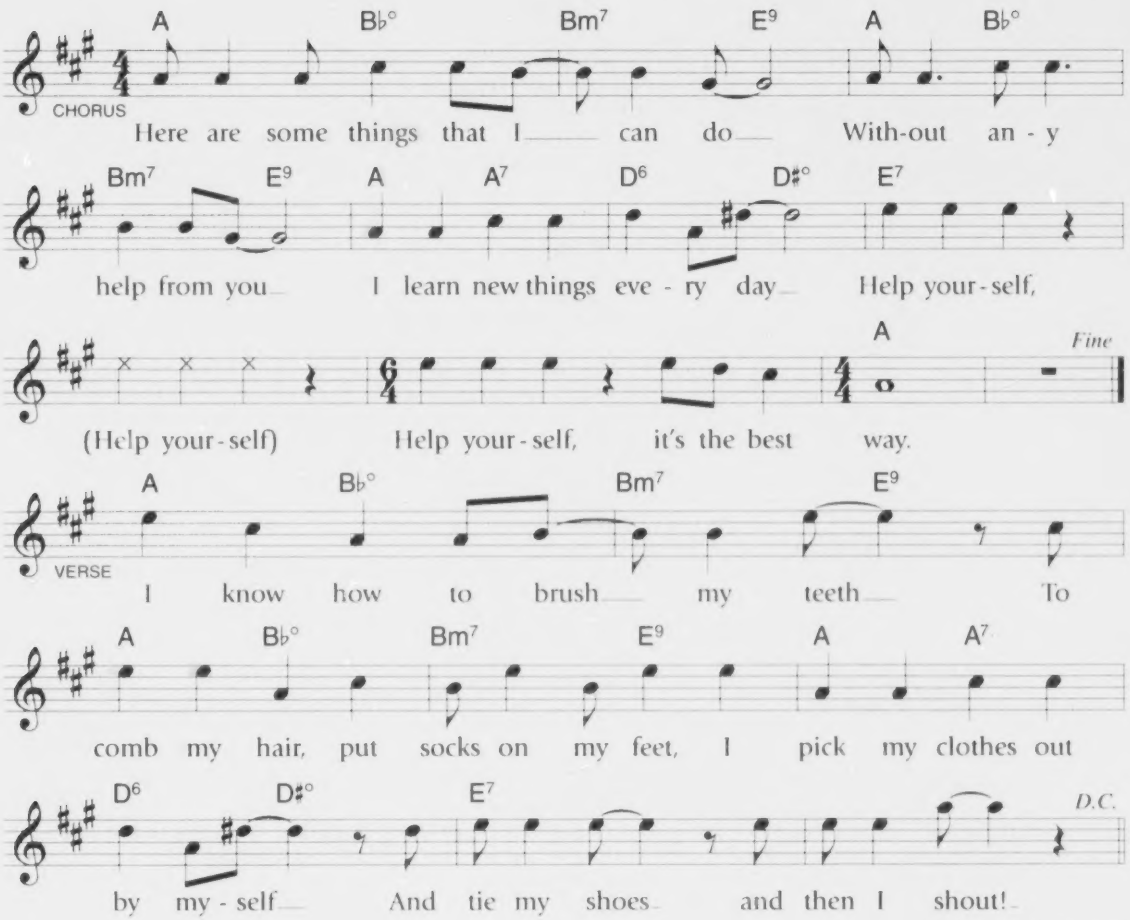
Use these children's books to support children's attempts to help themselves:

Fox, Mem. *Koala Lou.* San Diego: Harcourt Brace Jovanovich,1988.

Lionni, Leo. *Swimmy.* New York: Pantheon, 1963.

Ross, Anna. *I Did It!* New York: Random House, 1990.

Tryon, Leslie. *Albert's Alphabet.* New York: Atheneum, 1991.

HELP YOURSELF!

A B♭° Bm7 E9 A B♭°
CHORUS
Here are some things that I can do With-out an - y
Bm7 E9 A A7 D6 D♯° E7
help from you I learn new things eve - ry day Help your - self,
A Fine
(Help your - self) Help your - self, it's the best way.
A B♭° Bm7 E9
VERSE
I know how to brush my teeth To
A B♭° Bm7 E9 A A7
comb my hair, put socks on my feet, I pick my clothes out
D6 D♯° E7 D.C.
by my - self And tie my shoes and then I shout!

By Cathy Fink & Marcy Marxer
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Help Yourself!

by Cathy Fink & Marcy Marxer
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chorus:
Here are some things that I can do
Without any help from you
I learn new things every day
Help yourself (help yourself)
Help yourself, it's the best way

I know how to brush my teeth
To comb my hair, put socks on my feet
I pick my clothes out by myself
And tie my shoes and then I shout!

chorus

I can put my toys away
In fact I do it every day
Each one has a special place
In a box, on a shelf or in a case

chorus

Feeding myself is no big deal
When dessert comes it makes me squeal
With a knife and a fork and a spoon and a plate
I can tell you everything that I ate

chorus

When it's time to go to sleep
Up into my bed I creep
I think about the fun I had today
Helping myself, it's the best way

chorus

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
chart paper
markers

Directions

1. With a group of four to ten children gathered around you and a CD or tape player within reach, explain that you will be listening to a song about helping yourself.
2. Listen to the whole song entitled "Help Yourself!"
3. Listen to the chorus and the first verse again. Ask the children to think of ways they could make actions to go with the verse, such as brushing their teeth, combing their hair, putting on their socks, and so on.
4. Listen to the chorus and the first verse again and add the actions that the children suggested. During the chorus, have the children sing along.
5. Listen to the second verse of this song ("I can put my toys away") while the children are cleaning up. Perhaps you can get them to sing along with the music.
6. On another day, introduce the third verse and play the chorus with it. This verse could just be mimed while the children are sitting in a circle, as the first verse was done. For example, they might pretend to prepare a sandwich and eat it.
7. On another day, introduce the fourth verse with the chorus. The children can pretend to sleep.
8. After doing each section of the song, see if the children can mime the entire song.
9. You may wish to use the cleanup verse each time you do cleanup activities, and the last verse before nap or rest time.

Discussion

As you learn the song with children over a period of a week or two, hold some brief discussions with them about daily routines. Use the questions below as a starting place. Don't feel that you have to use all the questions in one day, but make children's experience with chores and routines your curricular focus for a week or two. You might want to make the group lists on chart paper.

- What do you do each night before getting into bed?
- What do you do every morning before coming to school?
- How do you help out around the house? Do you have chores? Do you help get housework done?
- What do you do at child care to help keep it clean and nice?
- What do you do to help yourself each day? Do you brush your own hair? Do you take your own bath while Mom or Dad is in the room? Can you tie your own shoes?

Variations

1. Keep a daily chart of things the children did to help themselves get ready for child care or preschool in the morning—for example, took a bath, brushed their teeth, or fed the dog. Perhaps the children can check the information each morning as they arrive.
2. Let the children have weekly chores in your program. For example, children can perform simple chores such as feeding the fish or other pets, setting the table for snack, gathering blocks at pickup time, and so forth. Put a chart on the wall to keep track of the chores and when they are done.
3. A child with Down's syndrome may need extra guidance in gaining self-help skills. The child should be encouraged to do as much as possible for herself. A large animal-shaped zipper pull might help her learn to zip up her coat. If a cup is spilled, help the child clean up the mess herself. Help develop pincer grasps by handing the child raisins in your palm, so that she needs to pinch it with her index finger and thumb. Give her Cheerios cereal the same way, or break up cookies into smaller pieces to be pinched.

Chore Collage

Materials

chart paper
markers
old catalogs and magazines
large piece of poster board
glue
scissors

Directions

1. Gather a group of about five or six children around a low table.
2. Put the catalogs and magazines, glue, scissors, and poster board within reach of all the children.
3. Explain that the children are to find pictures of children or adults performing chores or jobs. You may wish to list some jobs with the children on the chart paper before cutting out the pictures.
4. Have the children cut or tear the pictures out of the magazines, then glue them onto the poster board.

Discussion

Facilitate a discussion with some of these questions:

- What jobs or chores do you help with at home?
- What do your mom and dad do while you are not at home?
- What kinds of jobs do animals do to help humans?
- What kinds of machines help people do chores?

Variations

1. Discuss how animals help themselves in nature.
2. Instead of using poster board, glue the pictures onto a shoebox and let this become a place where children can keep track of the chores they do each day. For example, they could receive a ticket from you each day for when they've done some simple chore or self-help activity like feeding the fish or brushing their teeth; keep the tickets

in the shoebox. Perhaps when the class as a whole has collected a certain number of tickets, they could go on a field trip or have some other special treat.

3. Have a child mime a chore or job that they do at home or at child care. The rest of the children should try to guess what they are doing.

Recycling Practice

Materials

empty soft-drink cans
newspapers
empty plastic containers
three buckets, each labeled with a picture of the material that goes in it and the word

Directions

1. Gather a group of six to eight children at a low table or in a circle on the floor.
2. Ask the children what they know about recycling. Do they recycle at home? Why do people recycle? You might give them a brief explanation that recycling is a way of using things more than once, so they aren't wasted.
3. Explain that you are going to practice separating materials for recycling. Show them the three different buckets that will hold recyclable materials. Tell them that one is for cans, one for newspapers, and one for plastics.
4. Have one of the children demonstrate. First the child chooses one of the items. Next she places the chosen item into the appropriate bucket.
5. After the child has placed her item, you could ask why she chose that match. What was the item made of? Is there any part of it that might go into a different bucket (such as a paper label or a plastic cap)? What does she think the item might have contained when it was new?
6. Continue taking turns until all children have had a turn. You may wish to go around the circle again, if there are more items.
7. On another day, choose different items to recycle or separate (such as glass bottles, white paper, tin cans, or rags). Use caution with glass bottles or tin cans; make sure they have no sharp edges on which children could get cut.

Discussion

Facilitate a discussion with some of the following questions:

- What other things can we recycle?
- What things does your family recycle at home?
- How does your family get rid of garbage? Where do you think the garbage goes?
- Has anyone ever been to a dump? What things are recycled at the dump?
- Can you think of ways a plastic container could be used again?
- What could we do with an old sofa that is at the dump?
- How can clothes be recycled?

Variations

1. Use buckets to sort cleaning supplies with the children. For example, one bucket could be for things we use to wash our bodies. Another bucket could be for things we use to wash our cars. A third bucket could be for things we use to wash the dishes.
2. A child with visual impairments should be allowed to feel an item in order to decide where it should be placed. For more help, place in each bucket an example of the items that belong there. The child can feel the sample item and match it with one of the items in the buckets.
3. Have the children make a quilt out of old pieces of clothing. Some children may be able to cut the material; others will need adult help. Have the children decorate the squares with different materials, such as glued-on sequins, fabric paint, stitching, and so on. Ask a parent volunteer to sew all the patches together to make a nice wall hanging.

Take-Away Game

Materials

personal-care items (bar of soap, toothpaste, toothbrush, comb, brush, towel, washcloth, dental floss, nail clippers, napkin, hair bands, or barrettes)
tray
large cloth, towel, or piece of cardboard

Directions

1. Sit on the floor or in chairs at a low table with four or five children.
2. Display the personal-care items. Lead a discussion about the items, including some of the following questions: Why do we use soap? Why do we use toothpaste? Where do we use barrettes? Does everyone use dental floss?
3. Choose two of the items, which you will use to start the take-away game. Show the items to the children and ask them to name as you point to them. Try to have the children name them two to three times. (For children with recall difficulties, the more times you practice naming and pointing to the items, the better the information will be remembered. Be sure these children are looking at the items at the same time.)
4. Explain that you will be covering the two items and removing one of them. It is their job to remember which one is missing.
5. Put the two items on a tray, shield the tray with the cloth or cardboard so the children can't see what you are doing (or simply turn around for a minute), and take one of the items off the tray. Turn back to the group, or remove the cloth, and ask the children to remember what is missing.
6. Once you have practiced this task with only two items and the children seem to understand what to do, increase the task to three items, then four. Again, be sure to give plenty of practice time for naming before you remove an item. Depending on the ages and developmental levels of the children in your class, it may be a real challenge to try this task with five items.

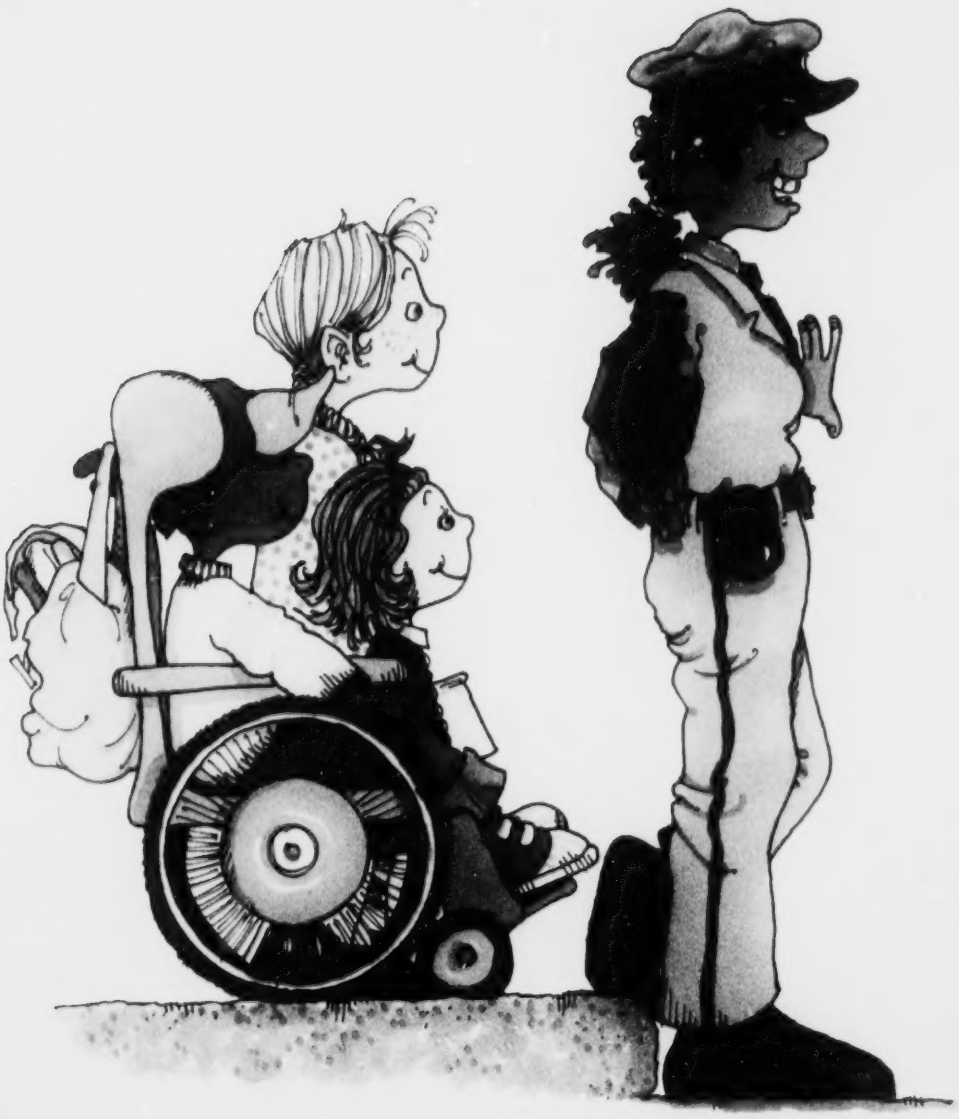
Discussion

Use the personal care items to discuss similarities and differences using these questions as a guide:

- How are a comb and a brush similar? How are they different?
- How are toothpaste and a toothbrush similar? How are they different?
- How are soap and toothpaste similar? How are they different?
- How are barrettes and hairbands similar? How are they different?

Variations

1. For a child who has difficulty with articulation, you may wish to target one of her particular sounds. For example, if she has difficulty with the *t* sound, you could use the following items to choose from: toothbrush, toothpaste, towel, and toothpick. For the *k* sound you could use the following: comb, toothpick, clippers, cloth, cake of soap, and cap. (It's okay to give the children a variety of words to target a sound. They learn new words while they practice the sound.)
2. Choose items that all fit in one category, such as items you'd use in the bathtub (soap, rubber duck, washcloth, towel, and shower cap) or items to take care of your teeth (toothpick, toothbrush, toothpaste, and dental floss).
3. You can increase the difficulty by making all of the items start with the same sound or letter: toothbrush, toothpaste, toothpick, and towel; comb, cap, clippers, and cloth; soap, sink (use a dollhouse sink), scale, and scissors.



Stop, Look, and Listen 2

Basic safety awareness is an essential component for every child's development. Children need to learn to follow the simple directions about traffic precautions for personal safety. While keeping themselves safe, they also learn self-control, learn to follow directions, and learn concepts such as *right* and *left*, *up* and *down*, and *forward* and *back*.

Sometimes a jingle helps children remember important guidelines. "Stop, look, and listen" is an old standard that still works. As adults model safe behavior in traffic, they can repeat this phrase to help the behavior become automatic for the child.

Direct supervision and guidance help children realize that they need to behave wisely and safely around cars. Children need to be taught to look both left and right and to listen for vehicles before stepping out to cross a road or street. Adults need to be sure that children know they should move quickly but safely and stay alert to their surroundings.

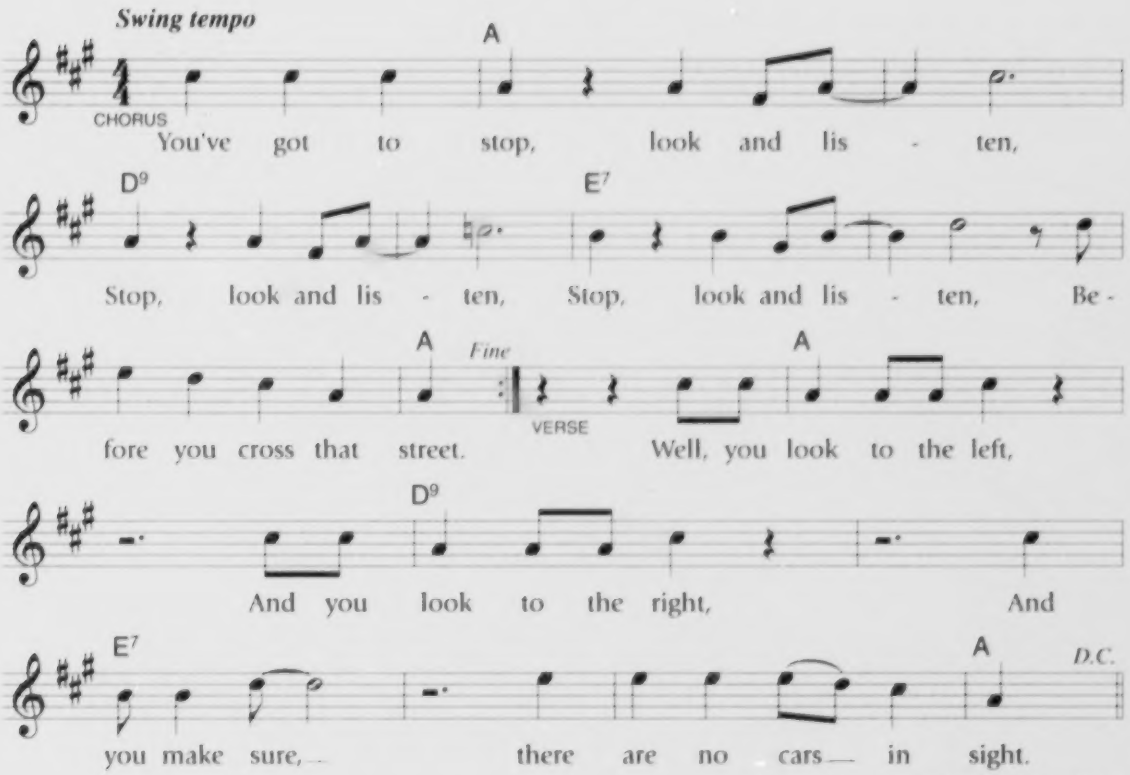
Use these children's books to explore the issue of traffic safety with young children:

Carter, Kyle. *In the Outdoors.* Vero Beach, Florida: Rourke Press, 1994.

Maestro, Betsy, and Guilio Maestro. *Traffic: A Book of Opposites.* New York: Crown Books, 1991.

McCloskey, Robert. *Make Way for Ducklings.* New York: Puffin Books, 1991.

Rathmann, Peggy. *Officer Buckle and Gloria.* New York: Putnam, 1995.

Stop, Look, and Listen

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Stop, Look, and Listen

by Cathy Fink & Marcy Marxer
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chorus:
You've got to stop, look and listen
Stop, look and listen
Stop, look and listen
Before you cross that street
(repeat)

Well, you look to the left
And you look to the right
And you make sure there are no cars in sight

chorus

You listen up
And you listen down
And you make sure there are no cars around

chorus

Now you walk across
And don't you stop
Until you reach the other side of the block

chorus

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player

Directions

1. Gather four to ten children around you on the floor, with the CD or tape player prepared to play the song "Stop, Look, and Listen."
2. Listen with the children to the whole song.
3. Explain that you will be listening again, but this time you all will make up movements to match the words in the song.
4. As you and the children begin walking around in a circle, begin listening to the song. When the music says to stop, have everyone stop. Then look around, and cup your hands to your ears as though you are listening.
5. Play this chorus again, do the actions again, and this time sing along with the music. This may be enough for this group for one day. If so, continue the activity on subsequent days.
6. Next add the first verse. With the music, look to the left, then to the right. Next cup your hand over your ear as though to listen for sounds up and down (moving head up and down). Give an "okay" head nod, then start walking again.
7. Repeat the chorus with actions as above.
8. After going through the actions and words to the chorus, add the second verse. Keep walking with the children and looking around until you reach an imaginary "other side of the street." Once at the "other side," nod your head or give some other signal to indicate that you have succeeded in getting across the street. Listen to the chorus while doing the motions again, then end the song.

Discussion

Use these questions to lead a discussion with children about traffic safety:

- What happens to your body when you stop? Can you show me?
- What part of your body looks?
- What part of your body listens?

- Why should we use both our ears and our eyes when we are near traffic?
- How do people who can't see get across the street safely?
- How do people who can't hear get across the street safely?
- Why do you think we should keep watching for traffic even when we have already started across the street?

Variations

1. You may wish to set up an imaginary street intersection before starting this activity. The children would then follow through with the song doing their actions near the "intersection."
2. Young children rarely know right from left. To help them with this, you might wish to put yellow dots on their left hands and red dots on their right hands. Give them extra cueing of turn to the left (yellow) and turn to the right (red). For children who don't know their colors yet, you could use familiar pictures on their hands, such as a dog, a cat, and so on.
3. You may want to use instruments with this song. During the horn parts on the CD, add bells, whistles, or other instruments. Have the children play the instruments in rhythm with the music.

Finding Red, Yellow, and Green

Materials

pieces of red, yellow, and green construction paper, one per child

Directions

1. Gather three or four children around you on the floor.
2. Place the colored papers on the floor in front of you.
3. Ask the children if they see any colors there that they recognize. If there are any colors left unspoken for, explain what that color is and give some examples of things that are that color (grass is green, Tommy's shirt is yellow, and so on).
4. Ask the children to choose one of the colors or hand the colors out if you think the choice may cause distress. As each child takes a color, have him repeat the color name.
5. Ask him to find something in the room that is the same color. Make a match. (It is nice to interchange the words "same," "match," and "alike," because children will encounter them many times over the next several years.) Once they have found an object, have the children take turns showing and naming their match to the group.
6. Next have the children imagine something that they know is that color. This activity helps with visualization, developing abstraction abilities.
7. Repeat the activity, exchanging colors and encouraging the children to find different objects.

Discussion

Use these questions to facilitate a discussion about colors and traffic safety:

- Does anyone know what color means "stop"? Can you find red that means "stop" somewhere besides a traffic light? (stop sign) Does anyone live near a stop sign? Does anyone pass a stop sign on the way home?
- Does anyone know what color means "go"?

- What about when you see yellow on a stop light? What does that mean? Are any other traffic signs yellow? (yield, railroad crossing)

Variations

1. In step 5 above, have the children return to the circle before showing the group what they have found. The children can then describe what they found and have the rest of the group try to guess what it is.
2. Once the children seem to identify their colors consistently, ask children to name objects of a particular color without being able to see the color cards.
3. Children with known color blindness should be learning alternative cues to help identify objects around them. For example, a traffic light is always red on top or to the left, yellow in the middle and green on the bottom or to the right, so that top or left means "stop," and so on. Grass is usually green, except when dry. The sky is usually blue when it is cloudless. Blood is usually red.

Traffic Obstacle Course

Materials

Help Yourself! CD or tape
CD or tape player
"obstacles" such as tricycles, blocks, balance beam, balls, play ladders and ropes, and other large toys
masking tape or colored tape (for indoors)
sidewalk chalk (if outside)

Directions

1. Create an obstacle course, either indoors or outdoors. Some ideas might be: Lay the ladder on the floor or on the ground so that children can crawl over it rung to rung; lay the blocks on the floor so that the children can use them like stepping stones; have the children step over the balance beam; make two parallel lines of tape on the floor for the children to walk between or cross over; tie a rope between two pieces of equipment just over the children's height for them to walk under; have the tricycles available to ride in a certain part of the course; and so on.
2. Explain that the children will be listening to and singing along with the tape or CD as they go through the obstacle course.
3. When the music says to "stop, look, and listen," they must follow the directions. They may move again while the verses are sung.
4. You may be able to go through the obstacle course three or four times before the children grow tired of it. Change the order of the obstacles, or do the course backward, for a fresh challenge. If you keep adding to or changing the course from day to day, it may sustain children's interest for a long time.

Discussion

Facilitate a discussion using the following questions:

- Have you ever watched what an adult does while driving a car?
- How do they make the car stop?
- How do they make the car go?
- What do we need to put into the car to make it go?
- What do adults do when they come to a train crossing?

- Have any of you ever been in an ambulance? How did it feel?
- Have any of you ever been in an accident or seen one? How did it make you feel?

Variations

1. This game can be played like "Musical Chairs": While music plays, the children move, but once the music stops, they must stop where they are.
2. Children who have difficulties with different parts of the obstacle course, may need individual assistance or may need to bypass the more difficult obstacles.
3. Instead of setting up a large-scale obstacle course, make a small one using toy cars, train set, people, and blocks. Either use pre-made traffic signs, or continue using the song to signal starting and stopping.
4. The children can make traffic signs to be placed throughout the obstacle course. The signs might include arrows, railroad crossing, crosswalk, stop signs, and traffic lights.

Environmental Sounds

Materials

tape player
tape of commonly heard sounds

Directions

1. Prepare a tape of environmental sounds that would be familiar to the children. (You can also find them in some early childhood resource catalogs.) Some suggestions:

dog barking	railroad crossing signal	children playing
car starting	wind blowing	crosswalk sound signal
baby crying	piano playing	popcorn popping
cat meowing	marching band	siren
water running	drums beating	train whistle
vacuum cleaner	car honking	bike bell
dinner-table sounds		thunder
someone calling "Stop!"		

2. Gather a group of four to ten children. Sit on the floor by the cassette player.
3. Give the following directions: "We will be listening to some sounds. Let's guess what the sounds are."
4. Listen to the tape one sound at a time and have the children guess what they hear.

Discussion

Use the following questions to lead a discussion about sounds in the children's daily lives:

- Where does sound go into our bodies?
- Can we feel sound?
- What are some quiet sounds?
- What are some loud sounds?
- What might be some scary sounds?
- What are some sounds that you like to hear?
- If you are crossing the street and you hear a horn honking, what should you do?

Variations

1. A child with minimal language could show a picture representing the sounds to be guessed in the game above.
2. Have the children lie down on their bellies on the floor and close their eyes. Someone should pound on the floor or on a drum and see if the children can feel the vibration in their heads or bellies. You could play some rock music with a strong beat and see if they can feel the music through the floor.
3. Practice making loud sounds and quiet sounds. Ask if they feel a difference in their bodies with the two different sounds.
4. Create a tape of the children's voices and have the children try to guess who is who. Or have everyone close their eyes and tap on one child's shoulder at a time. That child should speak, and the others guess who is talking.

Where Are My Feelings? 3

Emotional awareness is an essential step toward developing healthy self-confidence. Children who know how to use words to label feelings can communicate their needs better and get help more quickly. Children who can feel powerful by using words to describe their feelings and to negotiate with others are less likely to resort to physical means of self-expression.

Our bodies experience many physical changes through our different emotions. Children need support to understand that this is all part of being human. It is beneficial to stomp your feet when you are mad, because it lets off steam. When you are happy, it is exciting to feel tickles in your tummy or your toes. If you are scared, it's comforting to find someone to hug you to help gain courage.

As long as they are not hurting themselves, anyone else, or the environment, human beings of all ages need to be allowed to experience emotions. It is our duty as adults to guide children through the sometimes-stormy journey of emotional development and awareness.

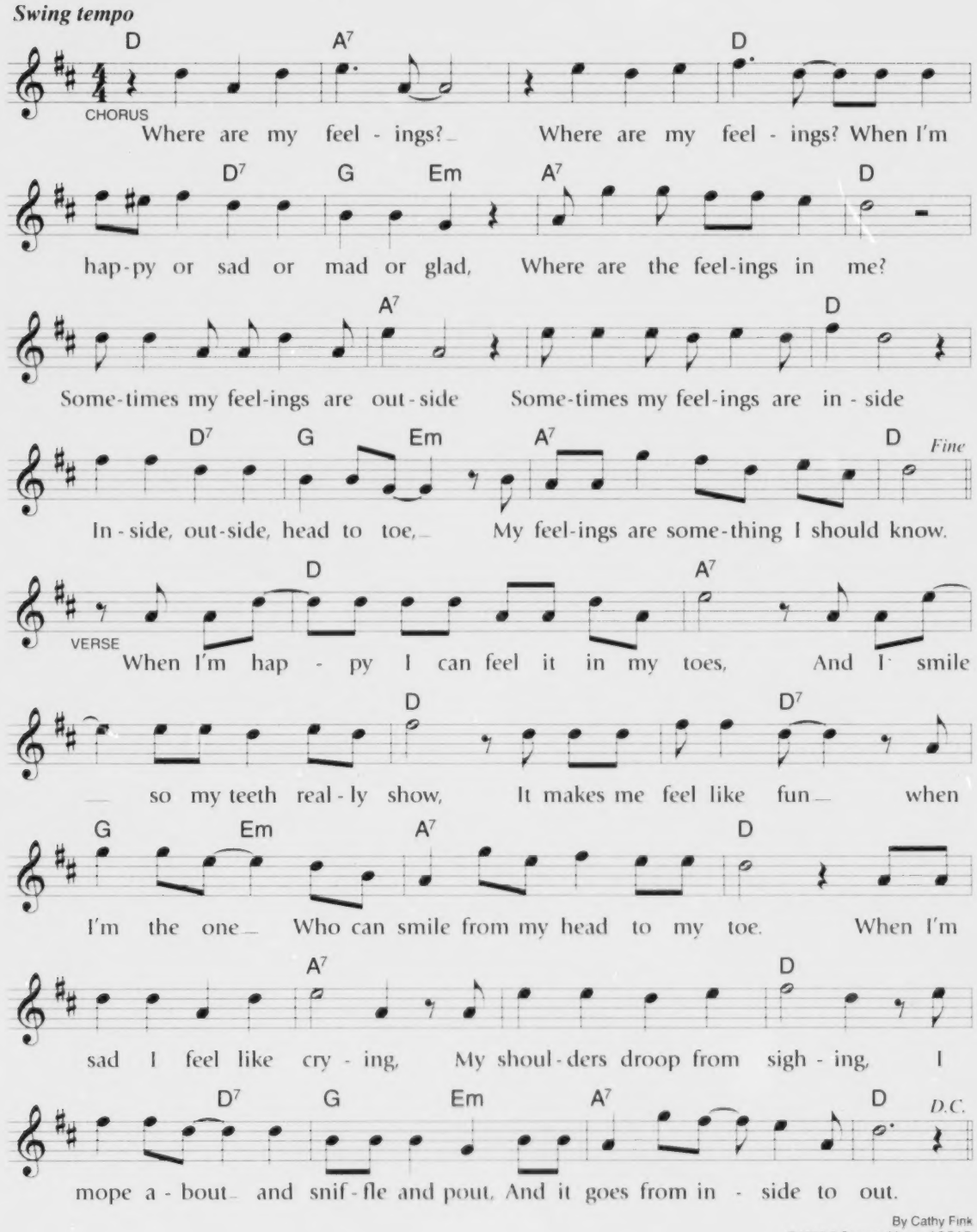
Use these children's books to help children explore the world of their feelings:

Carle, Eric. *The Grouchy Ladybug.* New York: Harper Collins, 1999.

Polacco, Patricia. *Babushka's Doll.* New York: Simon and Schuster, 1990.

Steig, William. *Spinky Sulks.* New York: Farrar, Straus, and Giroux, 1988.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.* New York: Atheneum, 1972.

Where Are My Feelings?

Swing tempo
CHORUS
D A7 D
Where are my feel - ings? Where are my feel - ings? When I'm
D7 G Em A7 D
hap-py or sad or mad or glad, Where are the feel-ings in me?
A7 D
Some-times my feel-ings are out-side Some-times my feel-ings are in - side
D7 G Em A7 D
Fine
In - side, out-side, head to toe, My feel-ings are some-thing I should know.
VERSE
D A7
When I'm hap - py I can feel it in my toes, And I smile
D D7
so my teeth real - ly show, It makes me feel like fun when
G Em A7 D
I'm the one Who can smile from my head to my toe. When I'm
A7 D
sad I feel like cry - ing, My shoul - ders droop from sigh - ing, I
D7 G Em A7 D
D.C.
mope a - bout and snif - fle and pout, And it goes from in - side to out.

By Cathy Fink
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Where Are My Feelings?
by Cathy Fink
(©1989 2 Spoons Music, ASCAP)

chorus:
Where are my feelings?
Where are my feelings?
When I'm happy or sad or mad or glad,
Where are the feelings in me?
Sometimes my feelings are outside
Sometimes my feelings are inside
Inside, outside, head to toe
My feelings are something I should know

When I'm happy I can feel it in my toes
And I smile so my teeth really show
It makes me feel like fun when I'm the one
Who can smile from my head to my toe

When I'm sad I feel like crying
And my shoulders droop from sighing
I mope about and sniffle and pout
And it goes from inside to out

chorus

When I'm mad I make a mean face
And my tongue and my lips seem out of place
I stamp my feet and I act bad
And everyone knows that I'm mad

chorus

When I'm scared I need to find someone
To hug me and hold me and give me some love
I tell them why I'm scared and they rock me in a chair
And it's a good feeling to share

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
chart paper
markers

Directions

1. Gather the children around you on the floor by the CD or tape player.
2. Listen to the song "Where Are My Feelings?"
3. Listen to the chorus alone. Pair the following actions with the words. You may wish to read the words slowly aloud first so that the children can practice the motions before you try this activity up to speed with the music.
4. Practice the chorus with the actions a couple of times.

Where are my feelings?	*shrug shoulders*
Where are my feelings?	*shrug shoulders*
When I'm happy	*smile*
or sad	*frown*
or mad	*bare teeth*
or glad	*smile*
Where are the feelings in me?	*shrug shoulders*
Sometimes my feelings are inside	*hug selves*
Sometimes my feelings are outside	*jump up*
Inside,	*hug selves*
outside,	*jump up*
head to toe	*point to head, then toes*
My feelings are something	*nod head*
I should know	

5. The next day, repeat the chorus with actions, then add the first verse. Have the children represent feeling happy in any way they wish; one option is to follow what the song suggests (wiggle toes, smile, and so on).
6. Add a verse each day, encouraging the children to listen and follow the song's suggestions or find their own creative ways to express the day's emotion.
7. After you've been through each verse one day at a time, try putting the whole song together with the established actions.

Discussion

Use the following questions to lead a brief discussion about feelings with the children:

- What are feelings?
- What do you think the song means when it says, "When I'm mad my tongue and my lips seem out of place"?
- Let's name some feelings-words and write them on our chart.
- Which feelings make us feel good? Which don't feel so good?
- Let's list some things that make us happy; sad; mad; and scared. Which is the longest list?

Variations

1. Have each child take turns miming how their body feels when they are happy; when they are sad; when they are mad; when they are scared; and so on.
2. Have the children draw a picture representing how they look when they experience the different emotions. They might wish to draw a picture of something that makes them happy, sad, angry, scared, or surprised.
3. If you know that a child experiences emotions to an extreme, you may wish to place an adult next to that child to observe closely and take him aside if needed. Work with the child alone on this song, being sure to reinforce the use of words and reminding the child that he must not hurt himself, anyone else, or the environment. Perhaps a pre-teaching time with him will help him work better as part of the larger group.

I Feel...

Materials

musical instruments, such as small drum, tambourine, triangle, bells, cymbals, castanets, and rhythm sticks

Directions

1. Gather four to ten children with you on a rug on the floor.
2. Display the musical instruments and guide the children in naming them.
3. Facilitate a short discussion about feelings, using the following questions:
    - How do you feel right now?
    - How do you feel when you go to see your grandparents?
    - How do you feel when you go to the doctor?
    - How do you feel when you go to the beach?
    - What makes you feel scared?
    - What makes you feel happy?
4. Explain that everyone will be using the musical instruments to express how they are feeling right now.
5. Distribute the musical instruments to the children, being sure any adults also get them so they can model their use.
6. Go around the circle one at a time, asking each person to make his musical instrument show how he is feeling. Ask the person to name his feeling.
7. After everyone has had a chance to display feelings one at a time, ask the whole group to now do the same thing all together.
8. Now ask the children as a group to make their musical instruments all sound happy. Ask them all to be sad. Ask them all to be mad. Ask them all to be sick, and so on.

Discussion

Use the following questions to help children discuss the experience:

- How did it feel for you to show your feelings with a musical instrument?

- When all of the instruments were playing music together, how did it sound to you?
- Does music ever make you feel sad or happy?
- What is your favorite song? How does it make you feel?

Variations

1. Sing the song "When You're Happy and You Know It," adding new emotion words along with the actions. For example, when you're sad and you know it, make a frown; when you're hungry and you know it, rub your tummy; when you're sick and you know it, touch your forehead.
2. Listen to some classical, rap, country, jazz, folk, or other type of music and see if the children can describe how the music feels. Is it happy, or sad, or scary?
3. Have one child make some movements. Have the rest of the children play their musical instruments to match the moving child. Give other children a chance to lead by making movements to be matched with sound.

Animal Feelings

Materials

animal puppets
pictures of animals

Directions

1. Have four or five children join you on a rug on the floor.
2. Let the children look at the pictures of the animals for a couple of minutes.
3. Next, hold up one picture so that all children can see it.
4. Ask one child to describe what is happening in the picture.
5. Go around the group, giving each child an opportunity to describe what is happening in the picture. Encourage new information, instead of repeats of what their friends have said.
6. Try to focus on what the animal in the picture might be feeling.
7. Compare the animal's feelings with what a child might feel at times. What do they think might have happened in order to make the animal feel that way?
8. Go through each of the pictures (four or five pictures should be plenty to start with) in the same manner.
9. Once all of the pictures have been seen and discussed, hand out an animal puppet to each child.
10. Explain that the children will be trying to make their animal puppets look like or act like the animal in the picture that is chosen.
11. Have one child choose a picture.
12. Everyone should now try to make their puppets act like the one in the picture.
13. Go through each of the pictures in the same manner.

Discussion

Use these questions to help children think about the activity they've just completed:

- How did it feel inside of you when you made the puppet act happy or mad or silly?

- Can you think of ways your pet at home might act differently?
- Do you think that animals have different feelings?
- How do you think a baby bird might feel when its mother is off trying to find food for it?
- Do you think that lions are afraid of anything?
- How do you think a dolphin feels when it sees a human being in the water nearby?
- When a bumblebee gets close to you, how do you feel? How do you think the bumblebee feels?

Variations

1. Have the children listen to prerecorded animal sounds and try to describe how the animals might be feeling.
2. If you have the opportunity to visit a local zoo or farm, discuss with the children how the animals might feel.
3. Have the children draw pictures of animals and describe how the animals are feeling in their pictures and why.

Getting in the Shape

Materials

masking tape or colored tape
a soft rug or a mat on the floor

Directions

1. To prepare for this activity, make a 3-by-3-foot square with the tape on the rug or mat. Adjust the size of the shape to fit the number of children—the smaller the group, the smaller the shape. Be sure that the square is in the middle of the rug or mat.
2. Have a small group of not more than eight children come together to hear directions.
3. Ask the children questions like these:
    - Have you ever been in a really cramped place like in a crowded bus, train, or room?
    - What does it feel like to be in such a cramped place?
    - How does your body feel?
    - What does it feel like inside of you when people are pushing against your body?
    - What could you say to someone who was being pushy?
4. Tell the children that they will be cooperating to play this game. You might have a very brief discussion about cooperation:
    - What is cooperation?
    - Can you give some examples of when we cooperate here at the center?
5. You might wish to use the following for guidance: "We're going to pretend that this square on the floor is a boat and we all need to get on it and stay on. Let's help each other stay safe."
6. Ask the children to try to fit everyone inside the square on the floor without letting anyone fall out. It may mean that some will have to stand on one foot.

Discussion

Use these questions to help children discuss how they all cooperated to fit into the square:

- Was everyone comfortable in there?
- What did it feel like to be on the boat or in the square?
- What were some of the ways that they placed their bodies in order to fit everyone inside?
- Did anyone hold onto another person to stay inside?

Variations

1. For varying numbers of children, adjust the size of the square.
2. Make a different shape on the floor, such as a circle, triangle, or blob, and see if the same number of children can fit inside. The shape needs to be close to the size of the square if your goal is to compare them.
3. A child who has a difficult time being close to others might be assigned the job of "reporter," watching from the outside to analyze how everyone fits into the shape. The child reports to the group how they looked, using words or imitating the contortions that the others made in order to fit inside.

When My Shoes Are Loose 4

"I can tie my shoe!" Hooray! Give children opportunities to become independent by providing a supportive environment, and they will gain pride in taking care of themselves. As adults, we need to remain patient while children develop at varying rates. Some will develop independence more readily than others.

Children must be encouraged to do what is developmentally appropriate for them. If they show an interest in doing a task on their own, let them, and give them the support they need. For example, with help from an adult at bedtime, children can choose their clothing for the next day. This may decrease battles during the morning rush to child care.

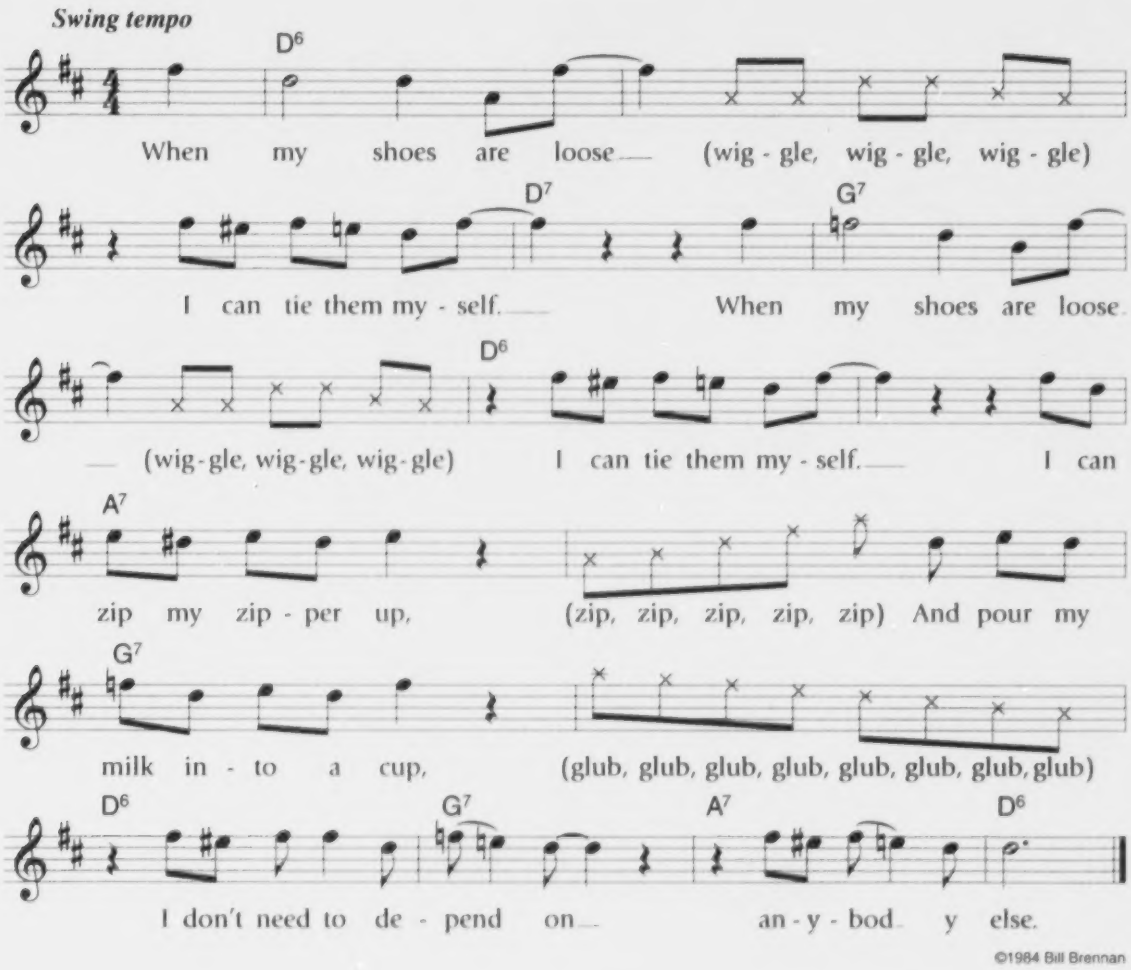
Independence in performing daily tasks also contributes to self-confidence, physical development, and language and cognition skills. Through independent-living skills, young children will become aware of who they are and what their roles are, within the family system and in society. At the same time, it's important to be aware that different cultures view independence in children very differently. In mainstream European American culture, children are expected to be more independent at a much younger age than in many other cultures. All cultures are successful at raising healthy children. If parents seem to shelter a child, or do more for a child than you might, be aware of supporting the parents' cultural preference in this area.

Use these children's books to explore self-help tasks with children:

Carle, Eric. *The Very Quiet Cricket.* New York: Philomel, 1990.

Cleary, Beverly. *The Growing-Up Feet.* New York: Morrow, 1987.

Kraus, Robert. *Leo the Late Bloomer.* New York: Windmill Books, 1971.

When My Shoes Are Loose

Swing tempo
D6
When my shoes are loose (wig - gle, wig - gle, wig - gle)
D7
G7
I can tie them my - self. When my shoes are loose
D6
(wig - gle, wig - gle, wig - gle) I can tie them my - self. I can
A7
zip my zip - per up, (zip, zip, zip, zip, zip) And pour my
G7
milk in - to a cup, (glub, glub, glub, glub, glub, glub, glub, glub)
D6
G7
A7
D6
I don't need to de - pend on an - y - bod y else.

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When My Shoes Are Loose

by Bill Brennan
(©1984 Bill Brennan)

chorus:
When my shoes are loose (wiggle, wiggle, wiggle)
I can tie them myself.
When my shoes are loose (wiggle, wiggle, wiggle)
I can tie them myself.
I can zip my zipper up (zip, zip, zip, zip, zip)
And pour my milk into a cup (glub, glub, glub, glub, glub, glub,
glub, glub)
I don't need to depend on anybody else.

And in the morning Mama says,
"Hey baby, get up and get dressed yourself." (2X)
So you put on your pants or your skirt
And you button up your shirt (button, button, button, button)
You don't need to depend on anybody else.

chorus

When my nose is runny (sniffle, sniffle, sniffle)
I can wipe it myself. (2X)
Throw the tissue in the can,
And then I wash my hands (wisha, washa, wisha, washa)
I don't need to depend on anybody else.

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
chart paper
markers

Directions

1. Invite a group of four to ten children to join you on the floor. They should be near enough to the tape or CD player to be able to hear.
2. First have the children listen to the song "When My Shoes Are Loose."
3. With the children, make a list of what the singer says she can do by herself, including tying her own shoes, zipping, pouring milk, and buttoning.
4. Explain that you will all listen to the song again, but that this time they will join in with motions to go with the activities, such as washing their hands and buttoning their shirts. You can also encourage them to sing the sound-words with the music—"glub, glub, glub," and "zip, zip, zip." For example, here's how Cathy and Marcy bring the chorus alive in concert:

   When my shoes are loose, wiggle, wiggle, wiggle

   stick one foot out and wiggle it three times from side to side

   I can tie them myself

   point to self

   I can zip my zipper up, zip, zip, zip, zip

   start very low with a giant imaginary zipper and zip it up very high

   Pour my milk into a cup, glub, glub, glub, glub

   hold imaginary cup in one hand and imaginary pitcher in the other, pouring carefully into the cup

   I don't need to depend on anybody else

   stamp one foot and wave a hand out from your shoulder—not quite pushing someone else away, but letting them know you're okay on your own

5. Listen to the song again, adding the motions and the sound-words.
6. Create a chart listing the activities that the children do on their own at home. You can add those things that they do on their own at the child care center. It might be fun to make a comparison between what they do at home and what they do at the center.
7. Sing parts of this song during the appropriate activities throughout the day to help the children develop independence in these areas. For example, while they zip their jackets, you could sing, "I can zip my zipper up—zip, zip, zip, zip, zip." At snack time while pouring milk, you can sing, "Pour my milk into a cup—glub, glub, glub, glub, glub." Adding the vocal cueing to the activity will help the children to learn the task and also make it fun!

Discussion

To explore the topic of self-help with the children, use the following questions to start discussion:

- What does it mean to say, "I don't need to depend on anybody else?" Are there times when it's good to depend on other people?
- How does an adult wake you up in the morning? Or are you the first one up?
- Who cleans up spills in your home?

Variations

1. Have the children create their own sound-words for the activities already listed in the song.
2. Have the children create new verses to the song with activities they have developed in the discussion list.
3. Make a chart of activities that the children are learning to do at home; perhaps they are learning to feed the dog but are not quite able to do it completely on their own yet.

How Long Is My Body?

Materials

children's shoes
markers
chart paper

Directions

1. Have all of the children join you in a circle on the floor.
2. Ask them how tall they think they are. Have they ever been measured at the doctor's office? How tall do they think their parents are?
3. Explain that they will be measuring each other today.
4. Ask the children to remove their shoes, and gather the shoes in a bunch on the floor.
5. Choose one child to lie down on the floor.
6. Ask the rest of the children, one at a time, to choose a shoe and place it next to the child who is lying down. The shoes should be placed toe-to-heel in a line next to the child from head to toe.
7. Once the shoe line is equal to the size of the child, everyone should count together how many shoes equal the length of the child.
8. Record this number on the chart paper under the child's name.
9. Have this child choose the next child to lie down on the floor and be measured with shoes.
10. Continue until all children have been measured.
11. An adult should lie down last (or first, if modeling is needed) to be measured by the children.
12. Make comparisons on the chart paper as to who is the most "shoes" tall and who is the fewest.

Discussion

Use these questions to discuss with children the experience of being measured.

- Have you ever been measured at the doctor's office? What was that like?
- Do you have a way of measuring at your own home?
- Who's the tallest in your family? Who's the shortest? Are these people also the oldest and youngest?
- How many shoes do you think it would take to measure one of your parents?
- How did it feel to lie down on the floor and be measured with the shoes?

Variations

1. Use adult shoes or hats to measure the children's bodies.
2. Measure different parts of the body. For example, measure just arms, or legs.
3. Have the children work in pairs measuring their bodies with unit blocks, Lego-brand blocks, or Unifix cubes. This is a good activity for children who are very dependent on adults, as you can guide the two children toward cooperation.

Clothing Collage

Materials

old T-shirt or shirt from home for each child (an adult-sized one would be great)
buttons
snaps
scraps of fabric
large pieces of cardboard sized to fit inside children's shirts
markers
pieces of yarn
any other sewing notions to add to the collage
glue

Directions

1. At a low table, disperse the collage materials so that all children around the table can reach them.
2. Have about five or six children join you around the table.
3. Give each child her own shirt from home.
4. Explain that they will be making a collage of clothing scraps onto the shirts.
5. The children may choose collage materials to glue onto the shirts. Sticking a large piece of cardboard inside each shirt will prevent the glue from bleeding through to the back of the shirt.
6. Plan to do this activity for several days in a row, so that all the children have a chance to make a shirt.
7. Once the collage shirts are completed, discuss the outcome.
8. Plan a day when everyone wears their collage shirts to the center.

Discussion

As children are working on their collage shirts, use these questions to stimulate conversation:

- Have you ever helped anyone do some sewing?
- Do you know how to knit?
- How many buttons are on your shirt right now?
- Do you know how to button your shirt?
- What kinds of fasteners are on your clothes today?

Variations

1. Have the children make the collage together on a large piece of cloth.
2. Children who have difficulty sitting still for a project can be encouraged to decide how many items they want on their shirt. Once they have done what they said they would do, they may move to another activity, and an adult can complete the shirt.
3. Have the children decorate a shoebox or large piece of paper with the scrap materials.

Fasteners, Fasteners Everywhere!

Materials

drawing paper
pencils, markers, or crayons
clipboards

Directions

1. Gather four or five children near you on the floor.
2. Facilitate a short discussion about fasteners. What are some different ways we can fasten our clothes together? How do we keep our shoes tight on our feet? Why do we need fasteners on our shirts or pants? Where else do we see fasteners besides on our clothing?
3. Explain that the children will become detectives. They will need to find fasteners throughout the child care center.
4. Hand out the clipboards with paper and drawing implements. Each child should draw a picture of a fastener found somewhere in the center.
5. Count to three and have the children scatter throughout the room.
6. After eight or ten minutes, check in with the children to see if they are ready to return to the group. When everyone has finished, gather the group and discuss what they found.
7. One at a time, have the children show their pictures and explain them.

Discussion

Use these questions to help the children discuss this activity:

- Where do you think the fastener in the picture is located in the room?
- Why do you think we have that fastener there?
- Can you think of another fastener that might work as well in that location?
- Can you think of other fasteners that you have at home or you have seen elsewhere?
- What kinds of fasteners are easy for you to open and close?
- What kinds of fasteners are difficult for you?

Variations

1. Investigate outdoors to see how things in nature might be considered "fasteners." For example, look at burrs. Look at fungi. Look at how an animal or insect might fasten to another animal or tree or rock.
2. After the children draw their fastener pictures, have the children show them, then have the children try to guess what is in each picture.
3. Children who have difficulties with certain fasteners may benefit from simple drawings depicting the steps in the process of fastening. For example, to button a shirt, the step drawings might be:
    a. Line up the buttonhole with the button.
    b. Push the button through the hole.
    c. Gently tug the opposite sides apart to make sure they are snug.

    An additional cue would be to say each step while the child looks at the pictures and follows the steps.

What You Gonna Wear? 5

Letting children help choose appropriate clothing to match the weather outside is an excellent way to help them become active participants in a decision-making process. If they make a mistake by wearing a favorite long-sleeve sweater on a hot summer day, have a short discussion about what might have been better. Natural consequences are great teaching tools.

"It's raining outside, so what do you need in order to stay dry?" "Wow! The snowstorm last night dumped three feet of snow on the ground. What do you think you should wear today to keep warm and dry while you go sledding?" Questions like these help children learn to predict how their bodies will feel and what clothing will be appropriate in a variety of weather conditions.

Language games help children imagine different weather and clothing choices. Ask a child to complete the sentence: "If I traveled to the North Pole, I would need to take my . . ." Providing children with opportunities to make their own decisions develops cognition, language, and self-confidence.

Use these children's books to explore clothing with children:

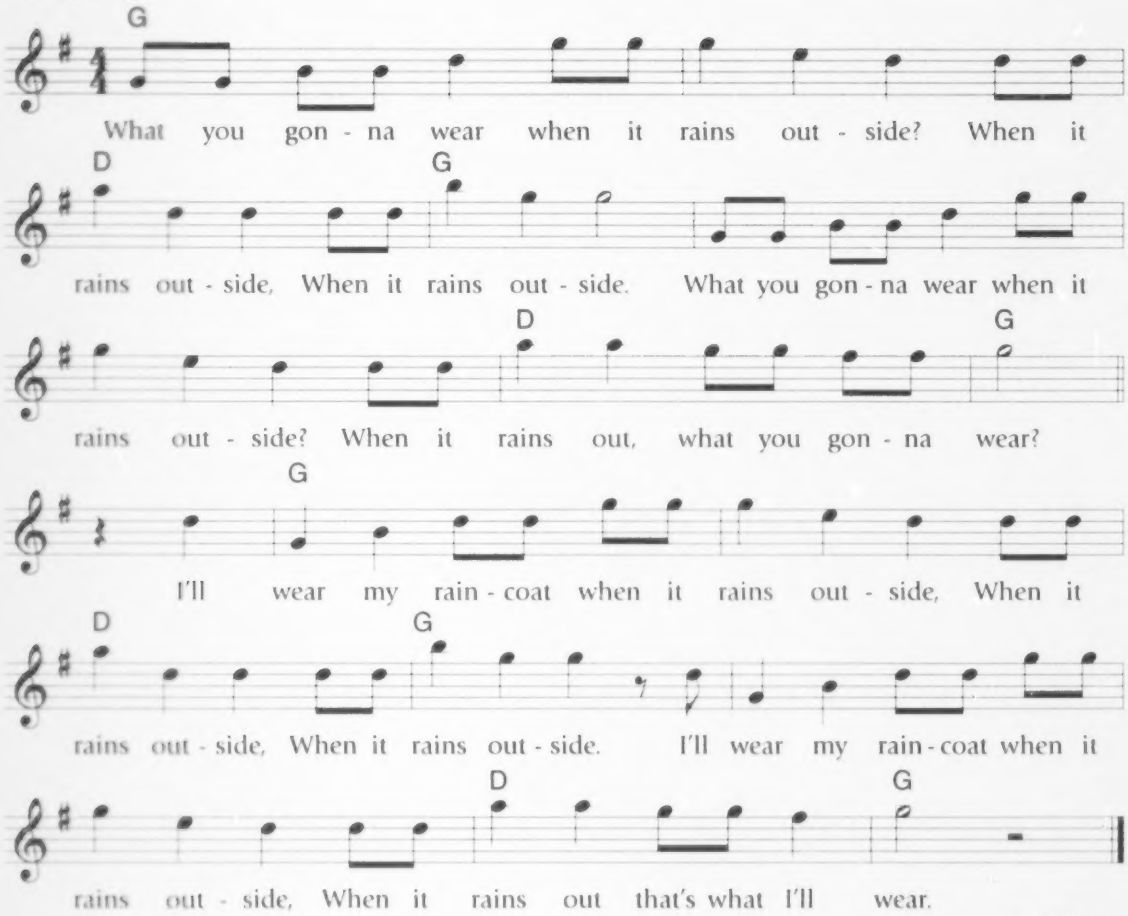
Barrett, Judi. *Animals Should Definitely Not Wear Clothing.* New York: Atheneum, 1970.

Brett, Jan. *Trouble with Trolls.* New York: Putnam, 1992.

Hest, Amy. *In the Rain with Baby Duck.* Cambridge, Massachusetts: Candlewick Press, 1995.

Ziefert, Harriet. *A New Coat for Anna.* New York: Knopf, 1986.

What You Gonna Wear?

Swing tempo

G
What you gon - na wear when it rains out - side? When it
D G
rains out - side, When it rains out - side. What you gon - na wear when it
D G
rains out - side? When it rains out, what you gon - na wear?
G
I'll wear my rain - coat when it rains out - side, When it
D G
rains out - side, When it rains out - side. I'll wear my rain - coat when it
D G
rains out - side, When it rains out that's what I'll wear.

By Marcy Marxer
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What You Gonna Wear?
by Marcy Marxer
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What you gonna wear when it rains outside?
When it rains outside,
When it rains outside.
What you gonna wear when it rains outside?
When it rains out, what you gonna wear?

I'll wear my raincoat when it rains outside,
When it rains outside,
When it rains outside.
I'll wear my raincoat when it rains outside,
When it rains out that's what I'll wear.

What you gonna wear when it snows outside? . . .
I'll wear my coat, hat and mittens when it snows outside . . .

What you gonna wear when it's cool outside? . . .
I'll wear my sweater when it's cool outside . . .

What you gonna wear when it's hot outside?
I'll wear my shorts when it's hot outside . . .

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
raincoat
coat
hat
mittens
sweater

Directions

1. Gather a group of four to ten children around you on the floor by the CD or tape player and the clothing.
2. Listen to the entire song entitled "What You Gonna Wear?"
3. Play the whole song again, but this time choose one child for each of the three sections of the song. As the first section of the song is sung, have one child put on the raincoat and pretend that she is outside in the rain.
4. Ask all of the children to sing along with the answer, beginning with "I'll wear my raincoat."
5. Choose the next child to do the second section of the song. This child will put on the coat, hat, and mittens while the question is sung. It's okay for him to get help putting them on, if needed.
6. Again, have the children join in singing the answer.
7. For the third section, have the chosen child put on a sweater.
8. For the final section, have all the children sing the answer with the music. No clothing needs to be added for this part.

Discussion

Use questions like these to discuss the song with the children:

- What other articles of clothing might be worn or used on these days?
- If there's a thunderstorm outside, what should you do?
- What should you do if the temperature is really, really cold?
- What should you do if the temperature is really, really hot?
- What do animals do when it is really cold or really hot?

Variations

1. Instead of putting clothes on the children, put them on a doll or on a flannelboard character.
2. For children who have trouble planning a sequence of tasks, this song might help them get their clothes on to go outside to play, especially after the group activity has been repeated several times. With the song ringing in their minds, they will more readily remember the sequence of getting dressed.
3. Ask the children to substitute other clothing words and other kinds of weather, and sing new verses.

Where's the Pair?

Materials

laundry basket
pairs of clothing in different colors (socks, mittens, gloves, shoes, and so on)
clothespins

Directions

1. Place the clothing items in the laundry basket.
2. Gather a group of up to eight children around you on the floor.
3. Show the children the laundry basket filled with clothes.
4. Explain that they will choose one item of clothing and then try to find the matching item from the basket.
5. Once they have found the match, they will pin the matching items together with a clothespin. (Items too difficult to pin together should just be placed together in front of the child who has paired them.)
6. Choose one child to start the game. Direct that child to pull out one article of clothing.
7. Have the child place the item in front of her and name it. Encourage her to describe the item using the color and word, such as "green sock."
8. Ask the same child to find the matching item in the basket. Once this is found, ask the child to name the pair by using a sentence like, "I have a pair of green socks."
9. Have this child choose the next person to take a turn.
10. Continue until all children have taken a turn. You may wish to repeat naming the pairs of clothing at the end of the game. This gives the children an extra chance to hear the appropriate words used one more time.

Discussion

Use these questions to stimulate discussion while the children are playing this game:

- Do any of you help your family with the laundry at home? What do you do to help?
- Have you ever worn two different socks? How does it feel?
- Have you ever worn a glove on one hand and a mitten on the other? How did it feel?
- What other clothing comes in pairs?
- Can you think of other things that come in pairs? For example, body parts? Parts of vehicles?

Variations

1. Present only as many single items in the basket as there are children. For example, if there are eight children, present four pairs of socks. Have the children pick only one item from the laundry basket, and wait until each child has an item. Everyone must then find their match among the other participants and stand next to that person. Play the song "What You Gonna Wear?" while the children are trying to find their pairs. Once all matches have been made, stop the music and verify the matches.
2. Pictures of the garments could be used instead of the actual garments. The children can use pictures to play a memory-card game.
3. On any given day, see if the children can make matches from their own clothing. Have them look around the circle and see if anyone has clothing on that matches another person's clothing.
4. Ask the children to remove their shoes and put them in a pile in the middle of the circle. One at a time, they are to find one of their shoes and put it on. Go around the circle again, having the children find their other shoe and put it on. You may wish to time this activity to see if the children can do this more quickly from day to day.

What Do You Wear When . . .?

Materials

pictures of different kinds of clothing (hat, ice skates, jacket, mud/rain boots, snow boots, skis, swimsuit, snowsuit, sunglasses, shorts, and so on)
pictures of different kinds of weather (sunny, windy, stormy, rainy, snowstorm, and so on)
index cards
clear Con-Tact paper

Directions

1. To make this game durable, glue the individual clothing and weather pictures onto index cards and put clear Con-Tact paper over them. The weather pictures can also all be glued onto one large piece of cardboard, with room to accommodate clothing cards piled on each weather picture.
2. Gather four or five children around a low table.
3. Display the pictures on the table.
4. Talk about the pictures. As you point to each picture, have the children name the clothing or describe the weather.
5. Turn the pictures of clothing over.
6. Explain that the children will be playing a game in which they will take turns turning over clothing cards and finding weather cards (or weather pictures on the game board) for which the clothing would be appropriate—a swimsuit would match a sunny day, for example. There might be several good choices for each piece of clothing.
7. Choose a child to go first. The child should choose one clothing card, look at it, and place it on or near the appropriate weather picture. Some of the cards may overlap on the weather pictures. This is okay; it will encourage problem solving. Listen to the child's logic and see if you agree or can provide some guidance.
8. Be sure each child gets a turn. Then give more turns until all of the clothing cards have been placed on appropriate weather pictures.

Discussion

Use these questions to encourage conversation while the children are playing this game:

- How does your body feel on a snowy day?
- What kinds of clothes would you wear on a snowy day?
- How does your body feel on a sunny summer day?
- What kinds of clothes would you wear on a sunny summer day?
- What would you wear if it were raining outside?

Variations

1. You could play a memory game in which one weather picture is exposed and the player has to remember where a "matching" clothing card is located.
2. Actual garments can be piled on top of the weather pictures.
3. This activity can be done during circle time by giving each child a piece of clothing or picture of clothing that they then take turns putting onto the appropriate weather picture, explaining their choices.
4. Show a picture of a person and ask the children what kind of weather the person is dressed for. Or put extra clothes on yourself, such as rain boots and hat, and ask, "What's happening outside if I'm wearing these clothes?"

Special Days

Materials

letter to families (see facing page)
dress-up clothes to match appropriate themes

Directions

1. Plan a Beach Day in the middle of winter, or a Snowy Day in June! Send home a letter to parents and guardians to indicate the theme of choice. A sample letter appears on the next page.
2. Prepare to have extra clothing available at your center for each of the theme days, in case some children forget or are unable to bring clothing to fit the theme.
3. On the day before, explain to the children that there will be a special day tomorrow. They need to find appropriate clothes at home to wear for the special occasion. Discuss some of the possibilities with the children. Let them know that their families will help them with this project.
4. Either have the children wear the clothing to the center, or have them put it on once they arrive.
5. You may wish to have available activities that relate to the theme. Look under Variations for ideas.

Discussion

Use these questions to talk with children about the special day while it's happening:

- If it is a warm day and the children are wearing snowy-day clothes, ask how they feel. And vice versa, if it's a cold day and it is Beach Day, ask how they feel.
- How do people dress in warm climates?
- How do people dress in cold climates?
- What do you think it would be like to live where it rained all the time?
- What are your favorite kinds of clothing to wear?
- What is your favorite kind of weather, and why?

Variations

1. For the Snowy Day, you might wish to have snow available in the water table.
2. On Beach Day, play Beach Boys music while the children play.
3. Place large umbrellas over the tables or floor spaces on Beach Day.
4. Put mud in the sand table for Rainy Day.
5. On Grown-Up Day, have the children pretend they are going to work like their parents do.

Date_____

Dear Parents and Guardians,

We will be learning about different kinds of clothing over the next few weeks. It would be great if you could help us out in this endeavor. Below you will find a list of the days and the occasions. If possible, please send in the appropriate clothes with your child for these special occasions. Note that most of the occasions are weather-related, though we thought it might be fun to throw in a special grown-up celebration, too. If you have any questions, please give us a call.

Tuesday_____(date)	Rainy Day
Thursday_____(date)	Beach Day
Tuesday_____(date)	Grown-Up Day
Tuesday_____(date)	Snowy Day

Thank you for your help and support.

Sincerely,

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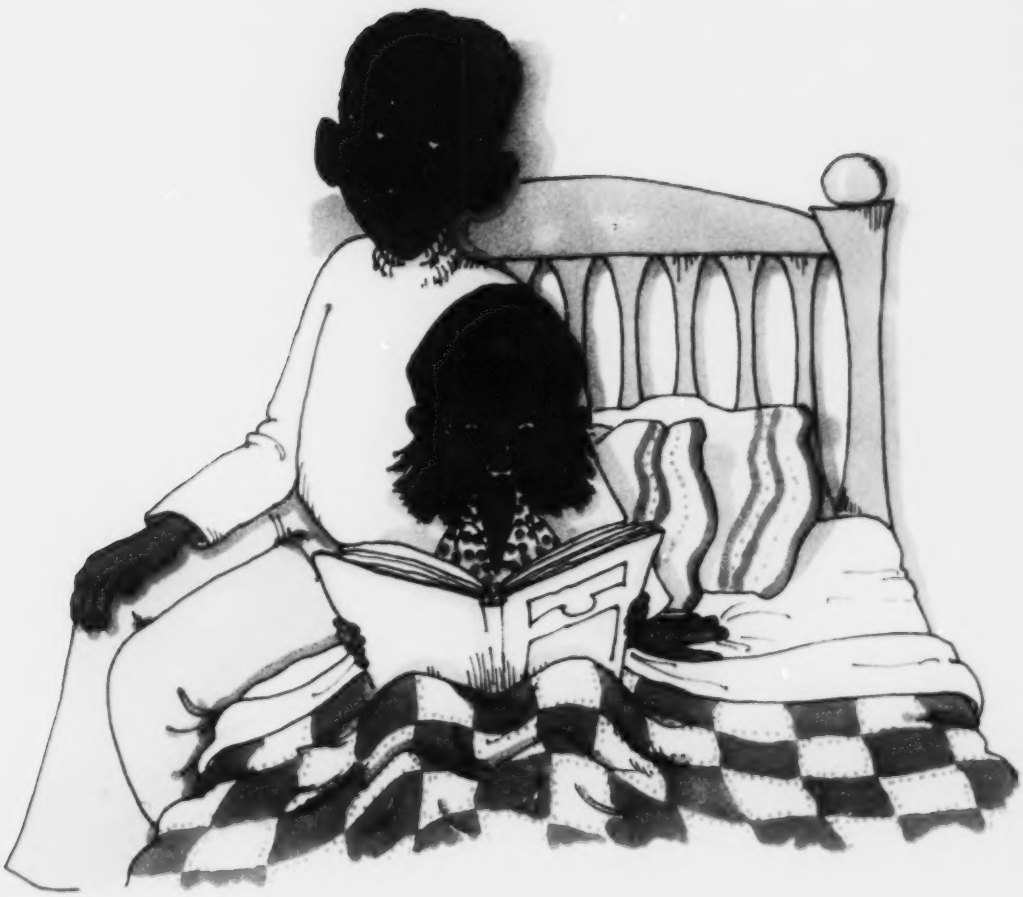


Read a Book

6

Imagination is one of the best gifts we can give to young children, and imagination is readily developed through reading books. When they are encouraged to create pictures in their own minds from words that they hear, children develop cognition, language, and visual perception, which lead to early literacy skills. Children who can form pictures in their heads seem to have an easier time learning how to read. They can visualize the story within their minds; therefore the words they read make more sense.

Reading books can be done anywhere and anytime. Books can accompany a child in the car on the way to child care. A child can be read to while soaking in a warm bubble bath. A child can curl up in bed and read a book with a friend or pet. Books can develop independence—no one needs to help the child who just relaxes, opens a book, and enters a new territory of adventure.

Young children learn that books are great resources of knowledge. If a child doesn't know an answer and neither does an adult, they can look up the subject together in a book.

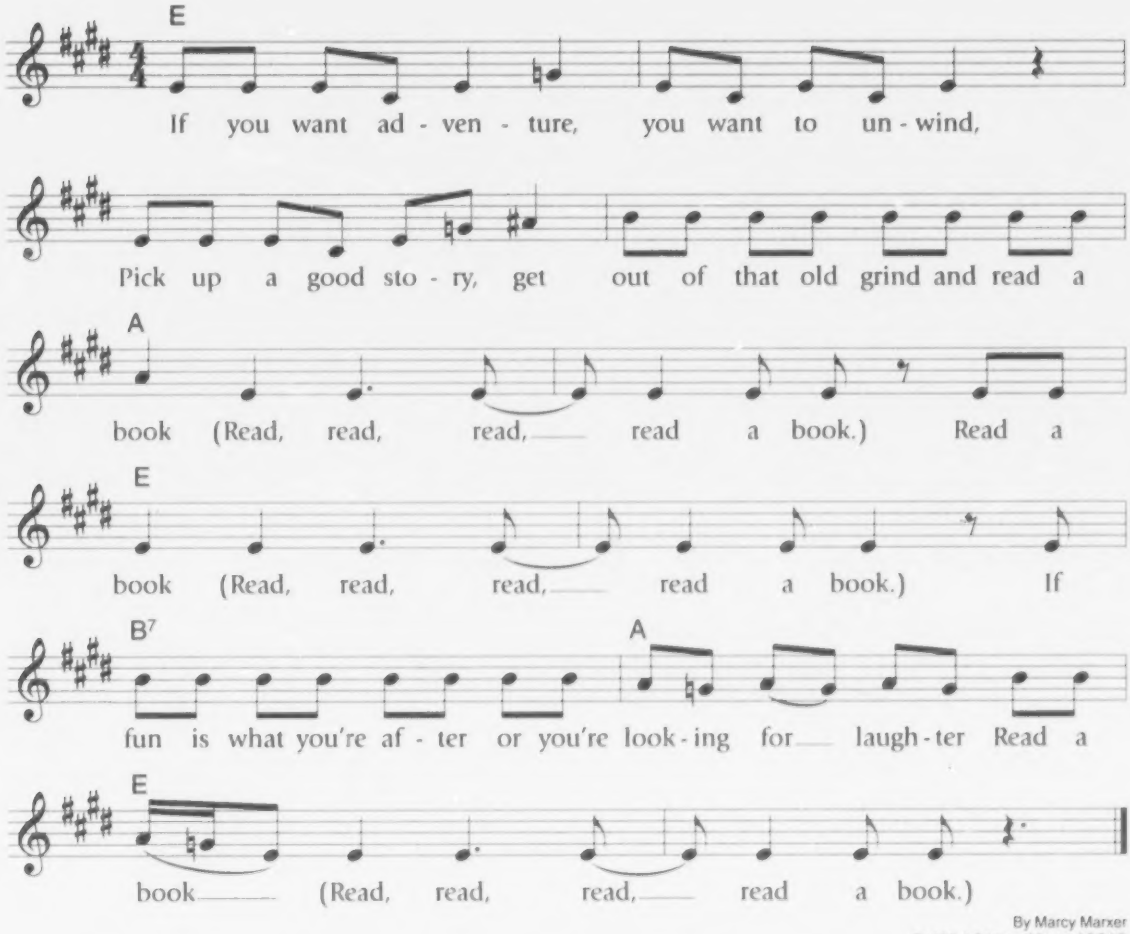
Use these children's books to explore the power of reading with young children:

Bunting, Eve. *The Wednesday Surprise.* New York: Clarion Books, 1989.

Freeman, Don. *Quiet! There's a Canary in the Library.* San Carlos, California: Golden Gate Junior Books, 1969.

Seuss, Dr. *I Can Read with My Eyes Shut.* New York: Beginner Books, 1978.

Stewart, Sarah. *The Library.* New York: Farrar, Straus & Giroux, 1995.

READ A BOOK

E
If you want ad - ven - ture, you want to un - wind,
Pick up a good sto - ry, get out of that old grind and read a
A
book (Read, read, read, read a book.) Read a
E
book (Read, read, read, read a book.) If
B7
A
fun is what you're af - ter or you're look - ing for laugh - ter Read a
E
book (Read, read, read, read a book.)

By Marcy Marxer
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Read a Book

by Marcy Marxer
(©1989, 2 Spoons Music, ASCAP)

If you want adventure, you want to unwind
Pick up a good story, get out of that old grind
And read a book (read, read, read, read a book)
Read a book (read, read, read, read a book)
If fun is what you're after or you're looking for laughter
Read a book (read, read, read, read a book)

If you've got a question, something's on your mind
Reading is the answer, be a mastermind
Read a book
Read a book
There is a way to find out, don't leave any doubt
Read a book

Daytime, nighttime, morning time, noon
Afternoon, bedtime, anytime is good to
Read a book
Read a book
Don't you wear a frown, now, sit right down and
Read a book

When it is your bedtime and you cannot get to sleep
Reading is the answer, why bother counting sheep?
Read a book
Oh, read a book!
Pull the covers round, now
Snuggle on down and
Read a book

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player

Directions

1. Assemble eight to ten children on the floor with the tape or CD player.
2. Explain that they will be listening to a song about reading.
3. After listening to the song "Read a Book," tell the children that they will be playing a game in which they will dance with the music. Whenever they hear the words "read, read, read, read a book," they are to freeze and pretend to be reading. Each time the other words start up again, they can dance. In other words, the children will be dancing and stopping while listening to the song.
4. Listen to the song again, modeling and naming the times to dance and the times to stop.
5. Ask the children how it feels to stop when the words "read, read, read . . ." are sung. How does it make their bodies feel?
6. Do the activity one more time.
7. When the song activity is over, encourage the children to find a book and read to themselves.
8. You may wish to do this activity once a day for a week, then throughout the year. The song could be used daily to indicate reading or story time.

Discussion

Lead a discussion with the following questions.

- Do you like to look at books at home?
- When do you look at books at home? In the morning? At bedtime?
- What is your favorite story?
- How many of you count sheep when you can't get to sleep?
- How many of you read a book when you can't get to sleep?

Variations

1. Develop a question-a-day activity: one child is chosen to ask a question, and either all of the children, a small group of children, or just the teacher will go to the library to find a book that might help answer the question. Share these books with the children during that week to help them see how books are used for gathering knowledge.
2. Use the song as a lead-in for story time each day.
3. Have catalogs and old magazines available for very young children in your center. They should be encouraged and allowed to look at them in any way they wish. If they rip and tear, it should be okay. However, try to help them understand that books need to be handled more gently. Board books are very good beginner books for infants and toddlers.
4. Books are excellent resources for children with low language abilities. Just naming the objects and actions in the pictures is a good beginning activity for them. Begin by naming something in the picture and ask the child to find it. You could say, for example, "I see a cow in that picture. Can you find the cow?"Over time, you can begin to ask them questions that encourage them to name what they see. For example, at this stage you might ask, "Do you see any animals in the picture? What animals do you see?" Eventually you may be able to ask simply, "What do you see in the picture?"

Rhyme Endings

Materials

rhyming books

Directions

1. Have about five or six children join you on a rug or at a low table.
2. Let the children look at the rhyming books (one per child) for a few minutes.
3. Ask the children to close their books. Choose one of the books to read aloud to the children.
4. Read the book all the way through first. (If the book is an anthology of poems, you may wish to concentrate on two or three poems at a time.)
5. Explain that you will be rereading the book. This time you will be leaving off the ending word that rhymes with (sounds like) another word. The children will be responsible for filling in the blank.
6. Reread a passage aloud, leaving off the rhyming word and giving the children ample time to fill in the blank. If one child consistently calls out an answer, you might wish to go around the group in an organized fashion so that all have an equal opportunity to participate.
7. Continue reading the book or poems. Be sure that each child has an opportunity to share a rhyming word.

Discussion

Use these questions to open conversation about the rhyming books with the children:

- What are some rhyming books that you like to read at home?
- Let's see if we can recite some nursery rhymes, like "Jack and Jill," "Hush-a-Bye Baby," and "Pat-a-Cake." Can you remember one?
- Can you name two words that rhyme?

Variations

1. Make a list of rhymes for common one-syllable words (cat, log, book, mop, sick, and so on). Compare which words have the most and fewest rhymes.
2. Show the children a picture of an object and have them name it. See if they can think of rhyming words. You could also play a picture-matching game for rhyming words. Cut out pictures to represent rhyming words from catalogs or old magazines and glue them on index cards. (This is a great project for a parent volunteer.)
3. Play a game in which you say, "I see something that rhymes with the word 'bat.' Can you find it?"
4. Act out favorite nursery rhymes together. For "Jack be Nimble," set up a block as the "candle" to jump over; keep it simple so that the children can succeed. For "London Bridge" have the children pretend they are walking over a bridge and have them "all fall down." For "Three Men in a Tub" have the children group into threes and pretend they are moving around in a small boat.

Sequencing Story

Materials

a sequence of three or four pictures; you could use comic strips (with individual pictures cut apart), photos from home, or magazine or catalog pictures that make up a three-picture sequence
paper
glue

Directions

1. If photos from home are to be used, you might wish to send a short note home explaining the project.
2. Place the materials on a low table so that all children can reach them.
3. Gather about four children around the low table.
4. Explain that the children will be creating a story from the pictures on the table. First they need to find what pictures go together. For example, if they are using pictures from home, they need to put them all in front of them. If they are using comic strips, they need to find the pictures that go together and put them in front of them. For the magazine or catalog pictures, they may require help to decide which pictures best go together logically.
5. Give an example of a sequence story. For example, you might draw out how to make a snowman. "First you make a big ball for the bottom. Next you add a smaller ball for the head. Last you put on stones for eyes, a stick for a mouth, and a carrot for a nose."
6. Now explain that you want the children to make a story with the pictures.
7. You may wish to guide them with the words "first, next, and last."
8. Once they have the pictures in order, ask them to tell you the story.
9. You may want to write the story on the bottom of the paper.
10. The children should glue their pictures in order on the paper above the writing.

Discussion

Encourage the children to tell you about their work with questions like these:

- Are there other things that might have happened in your story?

- What do you think might have happened before the first picture?
- What do you think happened after the last picture in your story?
- Is there anything funny in your story? What is it?
- Is there anything sad in your story? What is it?

Variations

1. The children could draw a sequence picture and tell the story.
2. The children could take turns creating a sequential story by partnering with one other child and choosing which pictures would logically come next.
3. Children who have difficulty planning out an activity may benefit from taking a daily routine apart and properly sequencing it. For example, to put on my jacket:
   a. I set my jacket on the floor with the sleeves underneath and the inside facing up.
   b. I stand at the hood looking down at my jacket.
   c. I slip my arms into the sleeves.
   d. I flip my jacket over my head (being sure that no one is close by) and pull it on tightly.
   e. I ask for help to zip up or I do it myself.

(date)_____

Note to Families:

We will be making a short story about ourselves. Please send in three to five pictures that tell a short sequential story (such as baby, toddler, and four-year-old pictures) about your child. We would like to glue or tape these pictures onto a paper here at school, so if this is a problem, let us know and we will do this project in a different way.

Thanks for your cooperation.
Sincerely,
(your staff)

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Spiderweb Story

Materials

ball of yarn or string

Directions

1. Invite all of the children to follow you over to a rug on the floor.
2. Once everyone is sitting, explain that everyone will be taking part in creating a story and a spiderweb at the same time.
3. An adult may wish to model what will happen first. As you begin a story of your own creation, begin unraveling the ball of string or yarn onto your lap. Examples of story starters might be:
    - Goldy, my goldfish, jumped out of the bowl.
    - My sister Tasha loves to sing in the shower.
    - I found a lizard walking through my mom's garden yesterday.
    - Once when I was walking through the woods, I saw a huge lump up in a tree.
    - My Aunt Lucy has green and purple hair.
    - One day while I was eating my alphabet soup, the letters all formed the word "Stop."
    - The other day while I was hiking in the mountains with my mom and dad, we found a puppy all alone on the trail.
    - On rainy days I like to go fishing.
4. At the end of the sentence, pass the ball to another person, preferably someone who is across the circle. Hold onto your end of the yarn.
5. The next person will continue the story and continue unrolling the yarn. At the end of his sentence, that person will pass the ball to another person located anywhere in the circle or group.
6. Continue in this manner until all children have had a chance to participate. If the children still seem interested and the story seems like it could continue, by all means venture forth.
7. When the story seems at an end, have the children stand up holding their "spiderweb."

Discussion

Use these questions to discuss the activity with children:

- How did it feel to be part of the spiderweb?
- How do you think insects feel when they become trapped within a spiderweb?
- How did you feel when it was your turn to add to the story?
- What might be some other ways to start a story?

Variations

1. You may wish to record the story either on paper or with a tape recorder. The children could later illustrate the story. Eventually, this can be put together and laminated for safekeeping.
2. Children with poor language ability can be encouraged to add to the story by having pictures available as prompts.
3. Have the children come up with starter sentences. This could become a weekly activity.
4. Instead of a sentence at a time, have the children add a word at a time. Record the story sentences on chart paper. Reading it back to the children every so often helps them keep the story line clear.

Nobody Else Like Me

7

Young children are learning how they are both the same as and different from other people. This categorization is one of the ways they make sense of the world. It is also a beginning step toward mathematical thinking. Most children tend to think in generalities, and can only hold one aspect of a thing or person in mind. It is hard for them to understand that a boat can be *red* and also *a sailboat,* for example, or that a person can be *a boy* and *African American* and *a good artist.* It is a developmental milestone when children begin to be able to hold the many qualities of a person or object in mind at the same time.

This song celebrates the uniqueness of each child. The activities that accompany this song help children notice and record the ways in which they are similar to and different from other people around them, and celebrate their uniqueness.

Individuality is prized in Euro-American culture. Teachers who use this song must be aware that some families' cultures may stress the importance of the group and cooperation more than the importance of the individual. Be sensitive to the needs of individual children and families, and use cooperation activities as a counterweight to the celebration of individuality in your classroom.

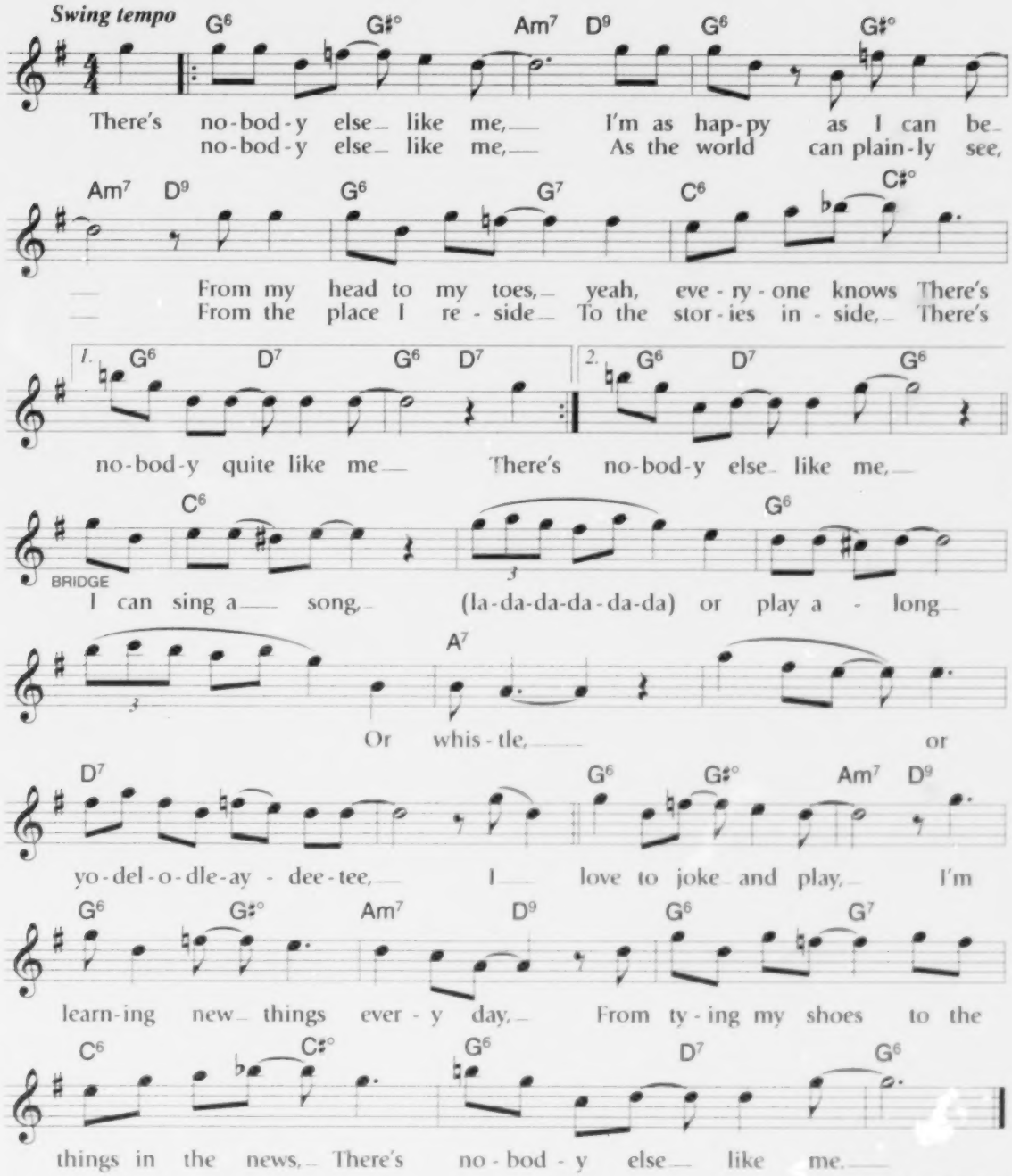
Use these books to explore individuality with young children:

Buckley, Richard. *The Foolish Tortoise.* Natick, Massachusetts: Picture Book Studio USA, 1985.

Meddaugh, Susan. *Hog-eye.* Boston: Houghton Mifflin Co., 1995.

Titherington, Jeanne. *Big World, Small World.* New York: Greenwillow, 1985.

Walsh, Ellen Stoll. *Hop Jump.* San Diego: Harcourt Brace Jovanovich, 1993.

Nobody Else Like Me

Swing tempo
G6 G♯° Am7 D9 G6 G♯°
There's no-bod-y else like me, I'm as hap-py as I can be
no-bod-y else like me, As the world can plain-ly see,
Am7 D9 G6 G7 C6 C♯°
From my head to my toes, yeah, eve-ry-one knows There's
From the place I re-side To the stor-ies in-side, There's
1. G6 D7 G6 D7
2. G6 D7 G6
no-bod-y quite like me There's no-bod-y else like me,
C6 G6
BRIDGE
I can sing a song, (la-da-da-da-da-da) or play a-long
A7
Or whis-tle, or
D7 G6 G♯° Am7 D9
yo-del-o-dle-ay-dee-tee, I love to joke and play, I'm
G6 G♯° Am7 D9 G6 G7
learn-ing new things ever-y day, From ty-ing my shoes to the
C6 C♯° G6 D7 G6
things in the news, There's no-bod-y else like me.

By Marcy Marxer
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Nobody Else Like Me

by Marcy Marxer
(©1989 2 Spoons Music, ASCAP)

There's nobody else like me,
I'm as happy as I can be
From my head to my toes, yeah, everyone knows
There's nobody else like me.

There's nobody else like me,
As the world can plainly see,
From the place I reside
To the stories inside,
There's nobody else like me,

I can sing a song, or play along
Or whistle, or yodel-odle-ay-dee-tee,

I love to joke and play,
I'm learning new things every day,
From tying my shoes to the things in the news,
There's nobody else like me.

There's nobody else like me,
I'm as happy as I can be
From my head to my toes, hey, everyone knows
There's nobody else like me.
Yea!

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
white papers
markers, crayons, chalk, pencils, or paints

Directions

1. Have a group of six to eight children sit in chairs around a low table.
2. Place the papers and drawing implements on the table within easy access.
3. Explain that the children will be drawing a self-portrait while they listen to some music. Their self-portrait may be a picture of themselves or of something that represents themselves, such as a favorite object or activity.
4. Play "Nobody Else Like Me."
5. As the children listen to the song, let them create their pictures.
6. Play the song as many times as necessary to complete the task.

Discussion

Use these questions to encourage conversation while children are drawing:

- Let's talk about our pictures.
- What's happening in your picture?
- What are some things you made in your picture and why are they there?
- Are there other things you would have liked to add?

Variations

1. For children uncomfortable with drawing or painting, you might suggest playdough or clay. Or you might just ask them to use words to describe some special things about themselves.
2. Compare the portraits for similarities and differences.
3. The adults in the room may wish to create their own self-portraits along with the children.

Looking at Ourselves and Our Friends

Materials

none

Directions

1. Gather all of the children on the floor in a circle. Ask them to lie down on their bellies facing into the circle.
2. Ask the children to place their hands within the circle.
   - How are the hands the same? How are they different?
   - Is everyone's skin the same color?
   - Does everyone have hair on his or her hands?
   - How many fingers are represented?
   - Are the fingernails all the same?
3. Ask the children to sit up now. Look around the circle at everyone's hair.
   - What are the different colors of hair represented?
   - Are there different textures and lengths to the hair?
   - Does anyone have ponytails, braids, dreadlocks, or cornrows?
   - Is anyone wearing barrettes or hairbands?
4. Look at the different kinds of clothing worn. Compare and contrast.
5. Put the children's feet within the circle and describe the different shoes that are worn. This is a good way to help the children leave the circle to move on to the next activity. Tell the children that they may leave the circle if they have Velcro on their shoes, or shoelaces, or patterns on the soles of their shoes, and so on.

Discussion

Use these questions to help children think about how they are alike and different:

- What are some ways we are all alike?
- What are some things that make you different from everyone else?
- What are your favorite colors? Does everyone like the same color?

- What is your favorite animal? Does everyone like the same animal?
- Do you know other people that have your same name? Is it the same all the way through, including first, middle, and last?

Variations

1. Have the children look at a book, such as *Family Portraits in Changing Times*, by Helen Nestor (Troutdale, Oregon: New Sage Press, 1992); *Of Many Colors*, by Gigi Kaeser and Peggy Gillespie (Amherst: University of Massachusetts Press, 1997); or *Our Common Ground*, by Bruce Caines (New York: Crown Trade Paperbacks, 1994), and discuss the similarities and differences between the different people pictured. You could play an "I Spy" game with the book by having one child give three descriptors for a person they see on a page in the book and having the others find that person.
2. Discuss how being old (like a grandparent) might be different from being young.
3. Have the children draw pictures of their homes and discuss similarities and differences.
4. Discuss how animals might be unique among their own kind (zebras, chickadees, goldfish, and so on).

Body Drawings

Materials

pieces of newsprint or other white paper, one per child, large enough to accommodate life-size image of child
decorating materials such as crayons, markers, chalk, paint, glitter, scraps of material, and glue
scissors

Directions

1. Gather a group of five or six children around you on the floor.
2. Prepare a low table with the decorating materials in easy reach for all children.
3. Explain that you will be taking the children one at a time to draw a large outline of each child. They will then go to the table and decorate the outlines to look like themselves.
4. Have one child lie down on a precut piece of paper large enough to accommodate her entire body.
5. Either an adult or another child should trace around the child's body. A water-based marker works best for this, particularly on a carpeted surface. The children may wish to get into different poses to be traced, but they should make a decision and stay still while being traced.
6. Send the first child to the materials table with her body drawing and encourage her to decorate it to look like herself, either wearing whatever she has on that day, or wearing a favorite outfit. Meanwhile, trace the next child's outline on a fresh piece of paper.
7. It may take the children several days to decorate "themselves" because the papers are so large; you should make materials available daily for the children until they have finished. You may wish to cut out each child's body tracing before or after decorating it.

Discussion

Use these questions to help children think about the experience of having their bodies traced:

- How did you feel when your body was being traced?
- Does the top half of your body look the same as the bottom half?

- Does this side of your body look the same as that side?
- Let's put all of the drawings in a line. Who is the tallest? Who is the shortest? Do they all look the same?

Variations

1. Have the children create clay or playdough representations of themselves and compare and contrast.
2. For children who are hypersensitive to touch, trace carefully, being sure not to touch them. Or create a story about them by taking dictation and skip the tracing altogether.
3. Create a body-parts collage by having the children cut or tear out pictures of body parts from magazines and glue them to the corresponding body parts on their outlines. For example, take pictures of arms and glue them to the arms of the outline.

Mirror Game

Materials

large mirror (floor length, if possible)
tape player and music tape, if desired

Directions

1. Gather a small group of four to five children on the floor by the mirror.
2. Ask the children to sit in front of you. Hold up the mirror so that they can see themselves. Ask them:
   - What do you see?
   - How many eyes do you have? Are they all the same color?
   - How many noses do you have? Is everyone's nose the same shape?
   - How many fingers do you have? How many fingers are in the mirror?
   - Is everyone's hair the same?
3. Explain that you will be making some movements that you want the children to attempt to do just like you.
4. Have the children mimic a move you make while they look at themselves in the mirror. You may want to have them approach the mirror one at a time at this point. Ask them if the reflection in the mirror does just what they do, or if it does things on its own. (This question helps them focus on the qualities of mirrors, since you are going to ask them to "be mirrors" in a minute.)
5. Take the mirror away and have the children find a partner. You may want to be a partner for one of the children.
6. Ask each pair of children to choose a leader and a follower. Tell them they will get to change roles in a few minutes. The leader is to put her body in a certain position and the follower is to mimic the move. Tell the children that the follower is pretending that she is the mirror. Have the leader take three turns to make three different movements, then switch roles.
7. You may wish to add soft, slow music or play the "Nobody Else Like Me" song for the children to listen to while moving.

Discussion

After completing this activity, you may wish to ask some of the following questions:

- How did it feel to be the leader? How did it feel to be the follower?
- Which role did you like better?
- Could you do everything that your partner could do? How did this make you feel?
- Did you both feel that your positions were exactly the same? How were they different?

Variations

1. Have the children try to mimic only facial expressions, instead of whole body motions.
2. Have the children try to mimic pictures of children in different positions.
3. Have the children try to follow oral directions presented by an adult to place their bodies in certain positions. Discuss whether the children's movements reflect what the adult was trying to say.

I've Got a Secret

8

"I've got a secret. Don't tell anyone!" Children learn at an early age that keeping secrets can be positive. Daddy might say: "Don't tell Mommy that we bought her a new watch for her birthday." Or Aunt Ruth might say: "Don't tell Casey that we're having his favorite dinner tonight. It's a surprise—our secret." Keeping secrets can be fun.

On the other hand, a child might watch as two of her friends whisper to each other. Feelings of exclusion and hurt lead to anger and frustration as someone is left out of the loop. Adults must help children find the balance between what is an okay secret and what is not okay. Some secrets bring people closer together, like a surprise birthday dinner. Others separate and exclude people. Like adults, children can learn the difference.

Of course, it is also an adult's responsibility to help children know when a secret might be uncomfortable or unsafe. Children must know that they have a trusted adult they can go to with uncomfortable or unsafe secrets. Unfortunately, adults don't always believe children, so it's also important to emphasize that children who have an uncomfortable secret should keep telling adults until someone listens and takes steps to address the problem.

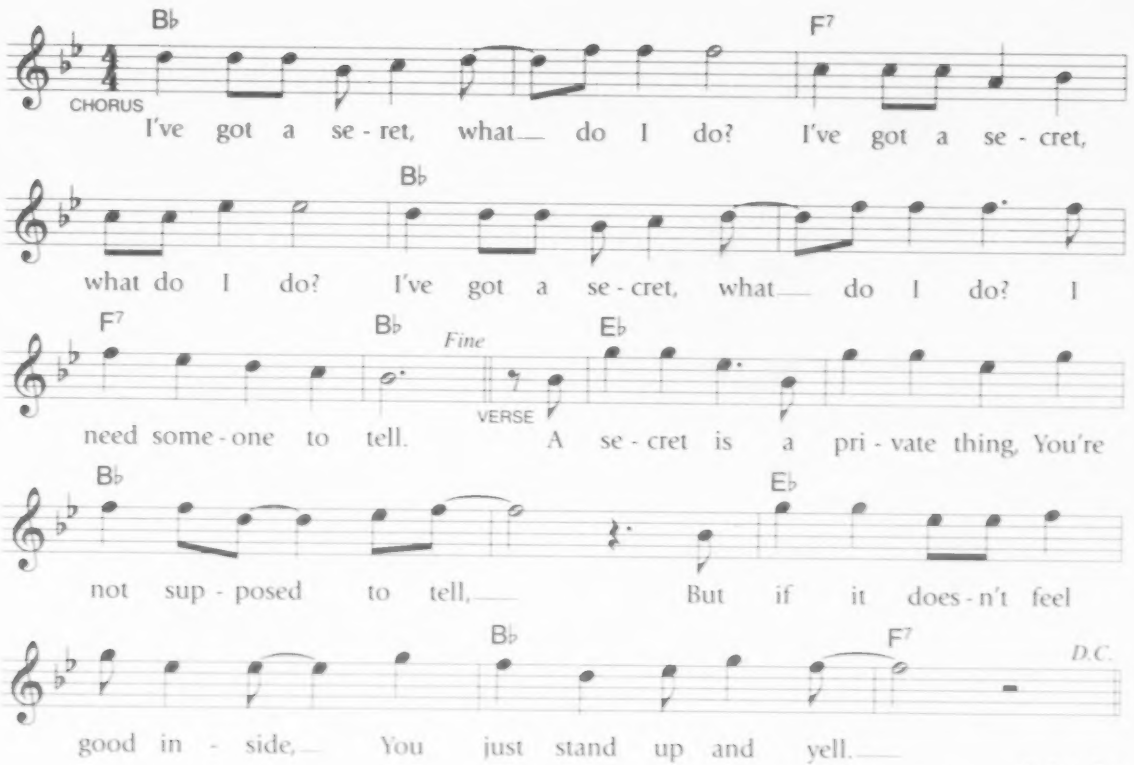
Use these books to explore the idea of secrets:

Aardema, Verna. *What's So Funny, Ketu?* New York: Dial Press, 1982.

Carle, Eric. *The Secret Birthday Message.* New York: HarperFestival, 1998.

Freeman, Lory. *It's My Body.* Seattle: Parenting Press, 1982.

Wadsworth, Ginger. *Tomorrow Is Daddy's Birthday.* Honesdale, Pennsylvania: Boyds Mills Press, 1994.

I've Got a Secret

B♭
F7
CHORUS
I've got a se - ret, what do I do? I've got a se - cret,
B♭
what do I do? I've got a se - cret, what do I do? I
F7
B♭
Fine
E♭
VERSE
need some - one to tell. A se - cret is a pri - vate thing, You're
B♭
E♭
not sup - posed to tell, But if it does - n't feel
B♭
F7
D.C.
good in - side, You just stand up and yell.

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I've Got a Secret

by Cathy Fink

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chorus:

I've got a secret, what do I do?
I've got a secret, what do I do?
I've got a secret, what do I do?
I need someone to tell.

A secret is a private thing,
You're not supposed to tell,
But if it doesn't feel good inside,
You just stand up and yell.

chorus

You can tell your mom, you can tell your dad,
You can tell your sister too,
You can tell your friend or an aunt or an uncle,
Or a schoolteacher might do

chorus

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
chart paper
markers

Directions

1. Gather five to ten children around you on the floor by the CD or tape player.
2. Listen to the whole song entitled "I've Got a Secret."
3. Facilitate a discussion about secrets. Possible starting points might be:
   - What is a secret?
   - What are some ways of telling a secret?
   - How do secrets make you feel?
4. Play the song again, but stop after the chorus.
5. Teach the children the words to the chorus and have them sing along with the CD. This may be enough for the children in your class for one day.
6. The next day, play the song again, and ask the children if they have ever had a secret. Was it a good secret? How did they know? How did it make them feel? You may wish to list the answers on the chart paper.
7. Listen to the first verse and teach it to the children. Sing the first verse and the chorus along with the CD.
8. The next day, teach the second verse and sing along with the second verse on the CD.
9. Ask the children if they have ever had a secret that made them feel uncomfortable. You might give some examples: if you broke a toy and hid it instead of telling the teacher, or if another child told you she had candy in her cubby and offered to share it with you if you didn't tell the teacher. Be prepared to ask children questions such as "Why did that secret make you feel bad? Did you tell anyone? What happened next? What do you think you could do next time?"

Discussion

Over the next several weeks, play the song and use these questions to discuss the idea of secrets:

- What kinds of secrets are "good" secrets? (surprise party, a gift for someone, a special event for someone, knowing a special person might be coming for a visit and you want to keep it a surprise)
- What are some secrets that are "bad," "uncomfortable," or "unfair"? (someone hurt another person, a friend took something that belonged to someone else, telling something that would hurt another person's feelings)
- What does "private" mean? What does "public" mean? (One good definition is that a public place is a place where anyone can come in without knocking. You may want to discuss the idea of "private parts" of bodies using this definition. This is a good tool for helping children understand why they must keep private parts of their bodies covered at school, for example.)

Variations

1. Ask the children to draw pictures about secrets they might have heard. An adult may wish to write the child's story under the picture.
2. Children can role-play the situation of telling an uncomfortable secret.

Telephone Game

Materials

telephone (optional)

Directions

1. Gather a group of children (no more than twelve) on the floor in a circle.
2. Engage in a short discussion that might include the following questions:
   - What is a secret?
   - Can you give an example of a secret?
   - When do you remember hearing a secret?

   Your discussion might include positive uses of secrets, such as in games: "When we play 'Go Fish,' I try not to show anyone else my cards. It's my secret." Or secrets can be part of a birthday present or a surprise party: "When I bought Mom a necklace for her birthday, I didn't want to tell her before she saw it. It was a surprise—my secret."
3. Tell the children you are going to play a game called "telephone," in which you will whisper a word to the child next to you, and that child must listen carefully to the word and whisper it to the next child, and so on. Explain that the challenge is to keep the "secret" the same all the way around the circle, so everybody must listen carefully.
4. Whisper a message that is relatively short and meaningful to the child sitting next to you. The message might be "We are at school," or "I have brown hair," or "Kelsey's cat has kittens." A message of three to five words should work.
5. When the message has gone all the way around, have the last child report to the group what she heard. Compare it to the original message.
6. Try sending another message.
7. Guide a child to create a message to be sent for a third round. Remember to keep the message short.

Discussion

Use questions like these to help children discuss the activity:

- Was the message the same from the beginning to the end of the circle?
- How was the message different?
- Do any of the words or sounds in the original message sound the same as those in the ending message?
- Why do you think it might have changed?
- Could anything be done differently to keep the message the same all the way around?

Variations

1. Try passing a single sound around the circle, such as *k* or *s*.
2. Try passing a short string of numbers; three should be sufficient for this age, for example, "five, nine, three."
3. If you have children with speech-sound difficulties, this is a good time to practice their particular sounds. For example, if a child has difficulty with the *k* sound, make a simple sentence, such as "I have a cup," or "I see a car." It may be wise to place this child directly next to the caregiver so that the child gets an enunciated version of the targeted sound.

Treasure Hunt

Materials

sandbox or small tub filled with sand, cornstarch-and-water, dirt, birdseed, or other sensory materials

small objects such as counting bears, erasers, trucks, spoons, coins, or toy people or animals

scoops, shovels, small digging trucks, sieves, and other digging implements

Directions

1. Hide several of the small objects in the tub or box before gathering the children.
2. With about four children around the sand table or tub, give the following directions: "There are some things hidden inside the box. Let's see if we can find some of the things by digging or scooping." You might wish to demonstrate by pulling out an item, showing it, and naming it.
3. After demonstrating, let the children find the hidden objects.
4. Have the children count the treasures that they find, then rebury them and play again.

Discussion

Have the children feel the material you have chosen to fill the box or tub and describe how it feels, asking some or all of the following questions.

- Is it smooth or rough in your hands? warm or cold?
- What does it do when you try to hold onto it? (for cornstarch-and-water)
- What color is it?
- Does it make any sound when you run your hands through it?
- Where do you usually find it?"

Variations

1. For a child who resists placing her hands in the chosen material, you may wish to work up to this activity slowly. It will probably take several weeks, though this will vary with individual children. Start with whatever texture the child might be comfortable with; plain water may be a good starting place. You could hide the objects in the water and blindfold the child, directing her to find the "hidden objects." Gradually add a bit of the chosen material to this. For example, if water is okay, then add a bit of sand in the bottom, gradually adding more and more sand over a period of several days or weeks until eventually there is more sand than water. Another way of desensitizing the child is to use liquid materials at first, then gradually move to less liquid materials. For example, from water as a beginning point, move to playdough, then birdseed, then sand, and so on.
2. Have the children bury the treasures for you to find and name them.
3. Bury categories of objects (small foods, vehicles, animals, people, and so on).
4. Have the children guess what they will uncover before they completely reveal it.

Who Are We Thinking Of?

Materials

none

Directions

1. Bring together a group of five to ten children.
2. Explain that you will be playing a game where one person will be chosen at a time to leave the group. This person will be called the "guesser."
3. The rest of the children will quietly choose another member of the group to be the "secret." They mustn't tell who the "secret" is when the guesser returns. The rest of the children have become the secret keepers.
4. When the guesser returns, the guesser will begin asking questions of the group to discover who is the "secret."
5. Help the guesser to formulate simple questions such as
   - Is it a boy or a girl?
   - What color hair does the secret have?
   - What color shirt is the secret wearing?
   - Does the secret have sneakers on?
6. Once the secret has been identified, choose another child to become the guesser and another to become the secret.

Discussion

Use these questions to help children discuss the game:

- How did it feel when you were the guesser? The secret keeper? The secret?
- Which role did you like best?
- Was it hard to be quiet and keep the secret when you were in on the secret?
- Have you ever been the person that a secret was about? How did that feel? How did it feel inside your body?
- Have you ever been the person who needed to guess about a secret? How did that feel?

- Do you think that there are times when secrets might be good? When?
- Do you think there might be times when secrets might be bad? When?

Variations

1. Instead of using children as the objects of guessing, you could use animals, foods, clothing, colors, or other categories.
2. For children with limited expressive language use, you could provide the clues for that person to guess from. In other words, after they've returned to the circle you could say: "It's a boy, who has blond hair, and is wearing a red shirt today."
3. Use a book with "busy" pictures (pictures which have a good amount of activity in them, such as "Where's Waldo?" books or books illustrated by Steven Kellogg) to play the same game with an individual child. This might be a form of pre-teaching for a child who has difficulty participating with the group.

NEVER TALK TO STRANGERS 9

Children develop trust through the nurturing received from adults. Parents, guardians, and caregivers need to guide children so that they develop both trust and, at the same time, self-protective good judgment. It is healthy to grow up with an outgoing attitude toward the people we meet, but small children are not yet able to judge whether a stranger poses a threat.

Caution is a skill that develops over time. While it is still developing, we can teach children that it is fine to talk to strangers while they are with a trusted adult, but that it is unsafe to do that when they are alone or accompanied only by another child. Tools children can use in unsafe situations include always keeping an arm's length away from an adult they don't know, or screaming, running, and telling a trusted adult about the incident when they have reached safety. Children should also know that adult strangers do not need help or information from children. Children should know that it may be unsafe to engage in conversation with an adult who asks for help. An adult can always find another adult to get help from.

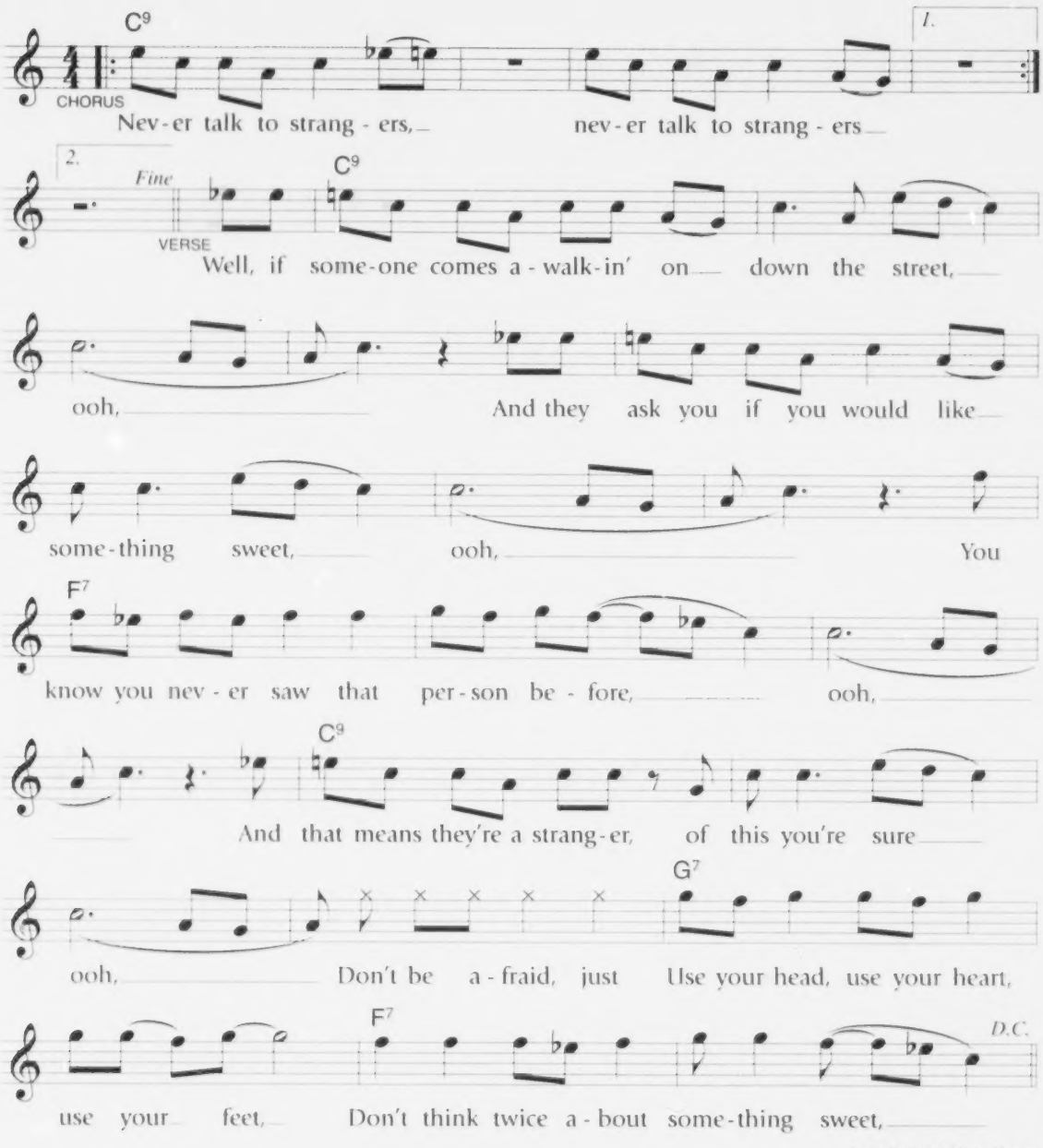
It is important not to make the children feel as though it is their fault if they act unwisely. It is always an adult's responsibility to behave appropriately toward children, but since we know that there are adults out there who don't, a few safety rules will help protect the children who may encounter threats from strangers.

Use these books to help teach children how to be safe around strangers:

Bahr, Amy C. *It's OK to Say No.* Grosset & Dunlap, 1986.

Berenstain, Stan. *Berenstain Bears Learn about Strangers.* New York: Random House, 1986.

Petty, Kate, and Lisa Kopper. *Being Careful with Strangers.* New York: Gloucester Press, 1988.

NEVER TALK TO STRANGERS

C9
1.
CHORUS
Nev-er talk to strang-ers, nev-er talk to strang-ers
2.
Fine
C9
VERSE
Well, if some-one comes a-walk-in' on down the street,
ooh, And they ask you if you would like
some-thing sweet, ooh, You
F7
know you nev-er saw that per-son be-fore, ooh,
C9
And that means they're a strang-er, of this you're sure
G7
ooh, Don't be a-fraid, just Use your head, use your heart,
F7
D.C.
use your feet, Don't think twice a-bout some-thing sweet,

By Cathy Fink & Marcy Marxer
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Never Talk to Strangers

by Cathy Fink & Marcy Marxer
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Never talk to strangers, never talk to strangers,
Never talk to strangers, never talk to strangers.

If someone comes a walkin' on down the street,
And they ask you if you would like something sweet,
You know you never saw this person before,
And that means they're a stranger, of this you're sure.
Don't be afraid, just
Use your head, use your heart, use your feet,
Don't think twice about something sweet.
Never talk to strangers, never talk to strangers (2X)

Now a stranger might be big or might be small,
Fat or thin, short or tall,
Man or a woman, good lookin' too,
They might even act like they know you.
You know you never saw this person before,
That means they're a stranger, of this you're sure.
Never talk to strangers, never talk to strangers (2X)

If a stranger asks you for some help,
You know that they can always get it from somebody else,
You don't have to go with them anywhere,
So you know what to do, get out of there!
You know you never saw this person before,
That means they're a stranger, of this you're sure.
Never talk to strangers, never talk to strangers (2X)

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
chart paper
markers

Directions

1. Gather five to ten children around you on the floor near the CD or tape player.
2. Listen to the whole song "Never Talk to Strangers."
3. Facilitate a discussion about strangers. Prompting questions might be:
   - What is a stranger?
   - Are your mom and dad strangers? Why not?
   - Are your brothers and sisters strangers? Why not?
   - Have you ever seen a stranger?
4. Replay the song, but this time stop the music just after the first verse.
5. Teach the children to sing along with the chorus. This is probably enough for one day. Continue to explore the song with children over the course of a week or more, using the rest of this activity as a guide.
6. The next day, begin by reviewing the song with the children. Play it once all the way through, and sing along to the chorus. Then, play the song through the second verse, and use the second verse as a springboard to discussion. Open a discussion about people, using the following questions as starting points:
   - What are some words we use to describe people? (tall, short, large, thin, strong, weak, old, young, and so on)
   - What are some words we use to describe how people act? (friendly, helpful, cheerful, kind, mean, boring, sweet, goofy, and so on)
7. Make lists of these words on the chart paper. Use the children's words, and questions like these, to discuss strangers:

   Can we tell by looking if a stranger is tall or short?
   Can we tell if they are old or young?
   Can we tell if a stranger is friendly or mean by looking?

8. On another day, after listening to the whole song and singing along, listen to the third verse of the song. Help children think through what it would be like to be approached by a stranger by asking questions like the following.
   - What could you do if a stranger asks you for help?
   - What if it's raining and a stranger wants to give you a ride home?
   - What could you say or do?

   It may be helpful to children to try some short role-plays, with one child or the teacher as the "stranger" and the other child practicing keeping at arm's length, saying, "No, thank you," or "I don't know. I can't help you now," or simply walking away. Emphasize that chidren should always trust their own feelings about strangers, and never be afraid of being rude by walking away. It's more important that they be safe than that they be polite.
9. Play the song during free play time and sing along with the chorus.

Discussion

Use questions like these to discuss the song with children:

- Have you ever heard the words "Never talk to strangers" before? When? Who told you? What do you think they mean? What could be some reasons not to talk to strangers?
- When might it be okay to talk to a stranger? (when a trusted adult is with you)
- What might be some reasons not to take something from someone you don't know?
- How do you feel inside when someone you don't know talks to you?

Variations

1. An "opposites" game could be played with the description words. This will help children who have language delays. You could use the following:
   - What's the opposite of big?
   - If it's not long, it's _____ __.
   - We're going to do some opposites:

     Little, _____

     Slow, _____, and so on
2. The opposites could then be placed into the song in the second verse, in which the singers describe strangers.

Puppet Show

Materials

large appliance box, puppet stage, or other area set up for puppet show
puppets, either animals or humans

Directions

1. Set up an area of the room where the puppets are available to the children.
2. Bring four to ten children at a time around the puppet theater to see the puppet show about dealing with strangers. It might look something like this:

A puppet named Rosie is playing in the sandbox at her house. A woman approaches her in a car.
Stranger: Hi, little girl. How are you today?
Rosie: *(Hesitates, backing up to keep at arm's length.)* Okay.
Stranger: What's your name?
Rosie: Rosie.
Stranger: Hey, Rosie! Would you like to come for a ride in my spiffy new car?
Rosie: No.
Stranger: I have some candy in here for you. Come on in.
Rosie: No! *(Rosie runs away.)*
Stranger: *(Calling after Rosie.)* Aw, come on, Rosie. I won't hurt you!
Rosie: *(Does not turn back, but keeps running until she meets her mother.)* Mom, Mom, I'm scared!
Mom: *(Holding Rosie)* Oh, dear, Rosie! What happened?
Rosie: There was a woman over there that wanted me to go inside her car. She scared me.
Mom: Oh, Rosie. You did the right thing. You ran away from her and came to tell me.
Rosie: She even said she had candy.
Mom: Did you take it?
Rosie: No, I ran away to you.
Mom: That's using your head, Rosie. You did the right thing. You should never talk to strangers unless Mommy is there with you. I'm so glad you're safe.
(Mom and Rosie hug.)

3. Make the puppets and the puppet theater available for the children once all the children in the class have had a chance to see the puppet show.

Discussion

Use these questions to discuss the puppet show with the children:

- Can a stranger be either a man or a woman?
- Do you think it was okay that Rosie gave the stranger her name? What would you have done?
- What might happen if a stranger comes near you when your parents are not close by?
- How do you think your parents would feel if they didn't know where you were?
- Do you think you should get into a car with someone you do not know? Why not? Even if it is raining?
- Why do you need to be very careful about people you don't really know?
- If your parent or caregiver is with you, do you think it is okay to give information and listen to someone you don't know?

Variations

1. After showing the puppet play, and following up with the discussion, encourage the children to put on their own puppet play. Facilitate the play toward the topic of talking with strangers. You should become one of the characters. Try to guide the children through different scenarios with strangers. Be sure to include one time when a "trusted adult" puppet is present, to show that in that case, it's okay to follow the adult's lead in talking to a stranger.
2. In the puppet play, alternate between male and female "strangers." Children need to become aware that strangers may either be male or female.
3. For children from abusive situations, this activity may be very difficult. It might be best to work with such a child one-on-one and let her run the puppet show. You should take a role, but take less initiative. Instead, let her lead you in the play, as you gently guide her around to appropriate solutions when you see fit. You may wish to keep documentation of the language used and the situations that arise.

People Collage

Materials

old magazines and catalogs
scissors
glue, glue sticks, or paste
large piece of poster board

Directions

1. Gather four or five children around a table on which you have set all the materials out within easy reach.
2. Explain that they will be cutting out pictures of people from the magazines and catalogs and gluing them onto the poster board to make a collage.
3. Help the children collaborate to make their "people collage," filling up the board.

Discussion

While the children are gluing, use these questions to encourage conversation about the collage:

- Let's look at all the different types of people that we collected.
- How are the people in the pictures the same?
- How are they different?
- Do they all have the same clothes on?
- How many are men?
- How many are women?
- How many are children?
- How many are babies?
- Do any have hats on?
- Do the men have mustaches?
- Which ones look like people you know?
- Who do they look like?
- Are there any people that look strange to you? Why?
- Are there any pictures that might scare you? Why?

Be prepared to counter any stereotypes that children raise while discussing the pictures. It's not unusual for white children to think that African American people are scary, for example. Be prepared with accurate information and photographs that counter stereotypes. For more information about stereotypes and resources for

addressing them with young children, see *Start Seeing Diversity,* a video with a trainer's guide (St. Paul: Redleaf Press, 1999).

Variations

1. For a child who has difficulty using scissors, suggest tearing the pictures out of the magazine, or place your hand over the child's hand to help control the scissors.
2. Cut the poster board out in the shape of a person before gluing the pictures on. Choose one body part (such as arms, legs, or chest) and talk about the pictures glued to that body part. Have the children identify the body parts.
3. Facilitate a discussion about the different cultures that might be represented in the pictures. What are the similarities and differences?
4. Take the group of children to a location where they will see a variety of people. Make an inventory chart of the things the children notice. Your chart could include wearing or not wearing a hat; long or short hair; short or tall people; dark or light people.

What's Different or Strange

Materials

several groups of small objects of which you have three that are exactly alike (for example, three small yellow counting bears, three blue blocks, and three red plastic chips)
cloth or piece of cardboard to hide the objects from the children's view
chart paper
markers

Directions

1. Have a group of four or five children sit in front of you.
2. Show the children the objects you have chosen to play the game with.
3. You may wish to discuss characteristics of the objects beforehand, using questions such as:
   - What are these made of?
   - What color are they?
   - What size are they?
   - What might they be used for?
   - What do they feel like?

   Briefly discuss *same* and *different* by showing combinations of your game items.
4. Tell the children that you will be playing a trick on them, and have them close their eyes.
5. With the cloth or board in front of you blocking their view, place three of the objects in front of you, choosing two that are the same and a third that is different. Put the remaining objects aside or out of sight.
6. Tell the children to open their eyes. Ask, "Which one is different or strange?"
7. You may wish to have a brief discussion on how that one is different from the others, remembering the characteristics discussed in step 3.
8. Reset the game and play again.

Discussion

Use the following questions to help children think about *same* and *different* as they play this game with you:

- What are some other words that mean "same"? (alike, identical, equal, and so on)
- What are some other words that mean "different"? (unlike, not equal, strange, and so on)
- Let's list on the chart paper some things that are the same as a spoon; a car; a monkey; and so on.
- Let's list on the chart paper how a dog and a cat are the same and how they are different.

Variations

1. Have a child be the leader and set up the game.
2. Add another item to the batch to see if the children can tell you the two items that are different. Be sure that this additional item is different from all the others in the game; for example, use two blue blocks, a yellow bear counter, and a red poker chip.
3. Use categories instead of identical objects and see if they can tell you which item does not fit in the category. For example, the items set out might be a horse, a cow, a spoon, and a dog, and the correct answer would be "spoon." Ask the children to explain why the spoon doesn't belong with the other items. If they say the others are animals, accept it. If they say because the spoon is something to eat with, accept that too. The two answers show different approaches to thinking about the problem at hand, but they are solving the problem either way.

The Name and Address Song 10

At an early age, children can recite their own first and last names if they have heard them enough. Children should practice naming all members of the family so they can respond accurately during an emergency. It feels awkward to some parents to have their children know their first names, but in an emergency it could save lives. You can address this by emphasizing that knowing someone's full name doesn't always mean that's what you call the person every day.

At about four and a half years, children can repeat back four digits (for example, two, seven, four, one), which means they can start memorizing their phone numbers. They can start with the first three numbers, then add the others. It helps to repeat this with them often: in the car, at mealtime, just before bed. The more they practice, the more quickly the number will be memorized. At about five or six years, they should be able to repeat at least part of their address. They may not yet know the street name or the state, but they should be getting close.

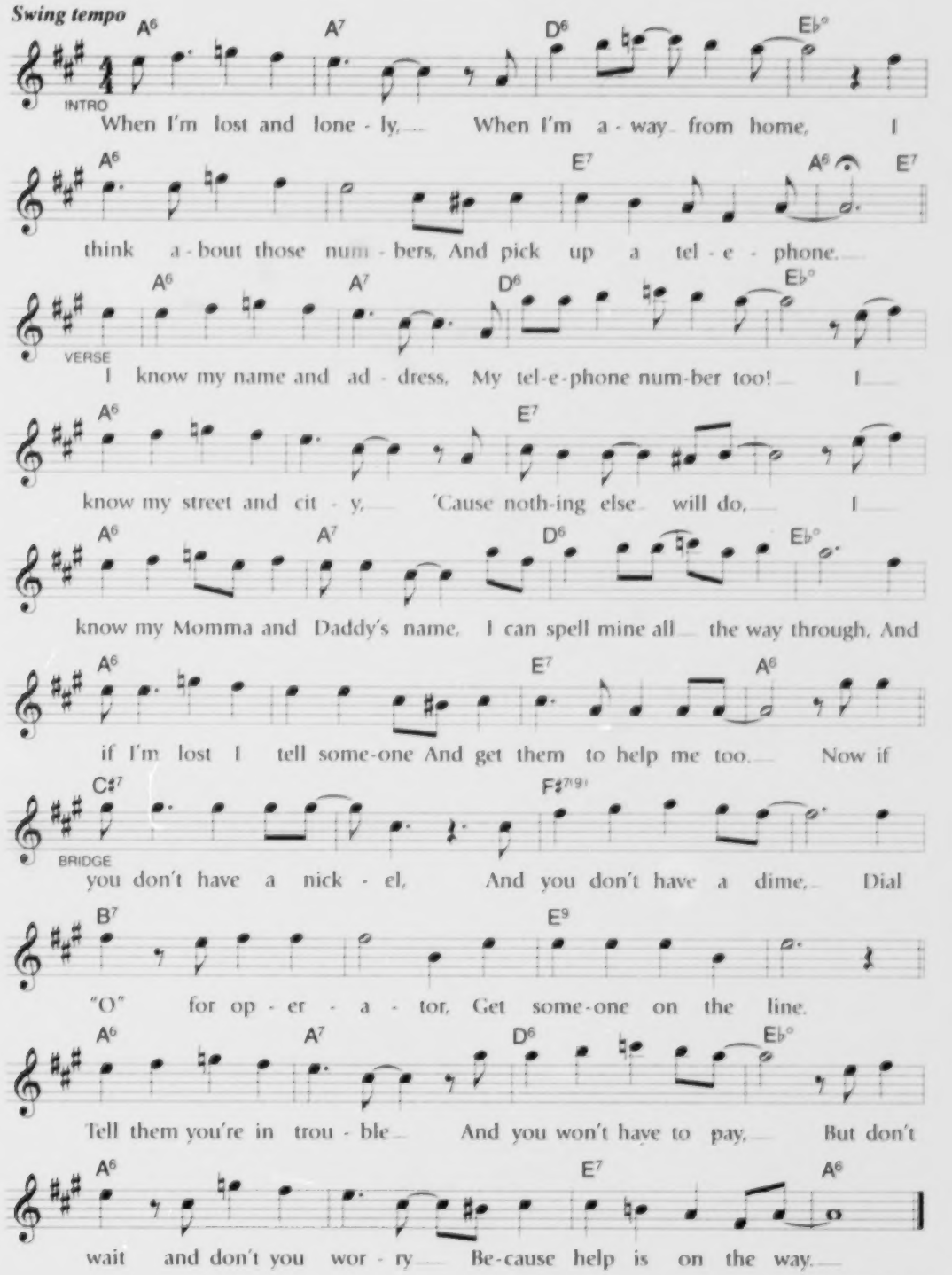
Practice repeating emergency information (names, addresses, and phone numbers) with each child regularly. This will build a sense of personal safety and confidence that they can take care of themselves.

Ahlberg, Janet, and Allan Ahlberg. *The Jolly Postman or Other People's Letters.* Boston: Little, Brown and Company, 1986.

Bayer, Jane. *A—My Name Is Alice.* New York: Dial Press, 1984.

Henkes, Kevin. *Chrysanthemum.* New York: Greenwillow Books, 1991.

Williams, Suzanne. *Mommy Doesn't Know My Name.* Boston: Houghton Mifflin Co., 1990.

The Name and Address Song

Swing tempo
INTRO
A6 A7 D6 E♭°
When I'm lost and lone - ly, When I'm a - way from home, I
A6 E7 A6 E7
think a - bout those num - bers, And pick up a tel - e - phone.
VERSE
A6 A7 D6 E♭°
I know my name and ad - dress, My tel-e-phone num-ber too! I
A6 E7
know my street and cit - y, 'Cause noth-ing else will do, I
A6 A7 D6 E♭°
know my Momma and Daddy's name, I can spell mine all the way through, And
A6 E7 A6
if I'm lost I tell some-one And get them to help me too. Now if
BRIDGE
C♯7 F♯7(9)
you don't have a nick - el, And you don't have a dime, Dial
B7 E9
"O" for op - er - a - tor, Get some-one on the line.
A6 A7 D6 E♭°
Tell them you're in trou - ble And you won't have to pay, But don't
A6 E7 A6
wait and don't you wor - ry Be-cause help is on the way.

By Marcy Marxer
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The Name and Address Song

by Marcy Marxer

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When I'm lost and lonely,
When I'm away from home,
I think about those numbers
And pick up a telephone.

I know my name and address,
My telephone number too!
I know my street and city,
Cause nothing else will do,
I know my Momma and Daddy's name,
I can spell mine all the way through,
And if I'm lost I tell someone
And get them to help me too.

Now if you don't have a nickel,
And you don't have a dime,
Dial "0" for operator,
Get someone on the line.
Tell them you're in trouble
And you won't have to pay,
But don't wait and don't you worry
Because help is on the way (repeat)

I know my name and address,
My telephone number too,
I know my street and city,
And I know what to do
When I'm lost or lonely,
When I'm away from home,
I think about those numbers
And pick up a telephone.
I think about those numbers
And pick up a telephone

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
an old push-button phone (if you live in a rural area where many families still use rotary phones, an old rotary phone is also a good prop for this activity)
a cue card with *911* written in large numerals (big enough for a child to see from across the circle at circle time)
if you live in a rural area that does not have 911 service, a cue card with a large *0*

Directions

1. Gather the whole group of children around you on the floor by the CD or tape player.
2. Listen to "The Name and Address Song" all the way through.
3. Ask the children questions like these to encourage discussion of the song:
   - Why is it important to know your name and address?
   - How many of you know your phone number?
   - What does "emergency" mean?
   - What kind of emergency could you have at your house?
   - Has anyone ever had an emergency? What was it? What happened?
4. Show the children the phone. Ask them if it looks like the one they have at home, or if they can see some differences. (Remember that some children may still have rotary phones at home; if this is the case, try to find one to use in subsequent activities.) Pass the phones around and let the children look at them.
5. Ask the children if they know the most important number to call if they have an emergency at home. (In most areas of the United States, this will be 911. In some rural areas, it will be 0 for the operator.) Show the children the 911 cue card, and demonstrate how to dial 911. Pass the phone around and let all the children practice dialing 911.
6. On subsequent days, give children more practice dialing 911. When

it seems as though most children can do that without trouble, ask them if they know what to say when someone answers. Help them to say their names and explain various emergencies (someone is very sick, there's smoke, and so on), and remind them not to hang up, to stay on the line until the operator tells them it's okay to hang up. Pass the phone around again, and let them practice this. Practice it over the course of several weeks, until all of the children can dial 911, state their names, and hang up at the right time.

7. Listen to the song again from time to time as the children learn their own names, addresses, and phone numbers.

Discussion

Use these questions to prompt discussion while you're working on emergency information with children:

- What does "0" on the telephone represent?
- What do we use the operator on the phone for?
- What are the important numbers we should know in case we have an emergency?
- Who can you ask to help you if you are lost? What information should you give that person?

Variations

1. Have the children practice reciting their first and last name, phone number, and address.
2. Have the children role play what to do when they are lost.
3. Have the children role play what to do in an emergency, or act the scene out with puppets.

My Name and My Town

Materials

none

Directions

1. Gather the group of children around you on the rug.
2. Explain that they will be learning a new song to the tune of "Are You Sleeping?" or "Frère Jacques." The song will help them to learn their own name and the names of their friends and the towns or cities in which they live.
3. Model the song:

   My name is Sam (Are you sleeping)
   My name is Sam (Are you sleeping)
   How do you do? (Brother John)
   How do you do? (Brother John)
   And I live in Cornwall (Morning bells are ringing)
   And I live in Cornwall (Morning bells are ringing)
   Who are you? (Ding, dong, ding)
   Who are you? (Ding, dong, ding)

4. Repeat the song, this time turning to the child next to you when you sing "Who are you?"
5. Sing along with the child, adding the appropriate information.
6. On the line, "Who are you," have this child turn to the child next to him.
7. Continue around the circle until all children have had a chance to introduce themselves.
8. This is a nice song to sing daily, especially in the beginning of the year when everyone is getting to know each other. Eventually the children should be able to sing their own parts.

Discussion

Use these questions to stimulate discussion of names and addresses throughout the day:

- How do you introduce someone?
- Do you know what town or city you live in?
- Do you know what state you live in?
- How much of your address can you recite?
- Do you have a middle name? What is it?
- If you could have a different name, what would you choose?

Variations

1. Children who are not yet speaking can hold up a card with their name on it while the group or at least the adult sings the song for them. They can also hold up a picture of their home.
2. A child can introduce another child by singing his own names for the first line and another child's name for the second line, also changing town names if the two children are from different towns. The children will need to get comfortable introducing themselves with the song before they can add this challenge.

Remember My Name?

Materials

none

Directions

1. Gather the whole group of children in a circle around you on the floor.
2. Explain that you will be playing a game in which you must remember the names of your friends.
3. An adult should begin the game by first stating her name. Then she introduces the person next to her: "Hi. My name is Liz and this is Sam."
4. It is Sam's turn next to introduce himself, then the person next to him.
5. Continue around the circle until all have participated.
6. Once the children seem to understand this task (after performing it daily for a couple of weeks) you may wish to add information such as a favorite activity or toy: "Hi. My name is Liz and I like to swim. This is Sam and he likes to play baseball."

Discussion

Use these questions to encourage informal conversations about names throughout the day:

- Can you name the members of your family?
- What are the first names of your mom and dad?
- Why do you think it might be important to know the first names of your mom and dad?
- Do you have a middle name? What is it?

Variations

1. Introductions can include first and last names.
2. For a child who is extremely shy or who is not speaking yet, the adult may wish to provide the information, but this should be done only after allowing the child to try speaking for himself. If he

does not respond to your cue, ask him directly if he'd like to participate. If he says no, respect that and ask if you may provide the information. If there is still no response, give enough time for him to respond (count slowly in your head to ten), then provide the information.

3. Add a hand gesture to go with each name, so that as each name is repeated, the gesture is repeated as well.

Post Office

Materials

shoe boxes or small boxes of about that size, one for each child, with a lid or with a hole cut into one of the short sides
photographs of the children
tape or glue
paper
crayons, markers, paints

Directions

1. Have four or five children join you at a low table.
2. Place the materials on the table within easy reach of all children.
3. Explain that they will be making mailboxes. They can decorate them any way they choose with the materials provided.
4. The final touch should be taping or gluing a picture of themselves onto one side of the mailbox.
5. Next the children can prepare pieces of mail for their friends. (This is a good use for old catalogs or junk mail.)
6. Have the children deliver their mail to the appropriate mailboxes, either at a designated time of the day, or whenever they choose to.
7. This activity can keep going throughout the year, or until the children grow tired of it. If you see that some children are getting left out of this activity, you might wish to participate by sending them some mail.

Discussion

- Have any of you ever been to a post office? What did you see there? What did you do?
- How do you get your mail at home? Do you have to go to a post office to get your mail?
- Is your postal carrier a man or a woman? Do they drive a vehicle? what kind? or do they walk?
- What does your mailbox look like? Are there any numbers on it, or on your house? What are those numbers for?

Variations

1. A child with a visual impairment may need an actual object taped to his box to let him know it is his. For example, if the child likes to hold a ball, a small ball could be taped to the box.
2. A visit to your local post office would be appropriate. Let the staff know that you will be visiting with young children, so that they present their information in a developmentally appropriate manner (short and hands-on).
3. The children who recognize numbers and are beginning to write them can be encouraged to put numbers on their boxes and on their mail.

You Are What You Eat

11

"EEE-yech! Beets again!" Wouldn't we rather hear: "Yummy, Daddy. I love beets. May I please have some more?" Good nutrition helps children to concentrate and learn more efficiently. Essential vitamins and minerals from a variety of foods develop different parts of the brain and body. Preschoolers are able to learn from experience which foods help them concentrate and give them energy, and which foods produce a quick burst of activity and then exhaustion. While making healthy food choices, children also develop problem-solving skills.

Gardening is a great way to help children understand the cycles of plant growth and the need for good nutrition. If you don't give a plant the nutrition it needs from soil, sunlight, and water, it will die. There is a clear connection between raising healthy plants and making healthy nutritional choices.

Eating at child care is also a social event. The foods children eat in early childhood programs should reflect their cultural backgrounds and experience, as well as introducing them to new experiences. Snacktime is a perfect opportunity to discuss what foods are being eaten, who eats them at home, and how they might affect our bodies. Adults who eat well provide excellent models for children. So eat a beet and stay on your feet!

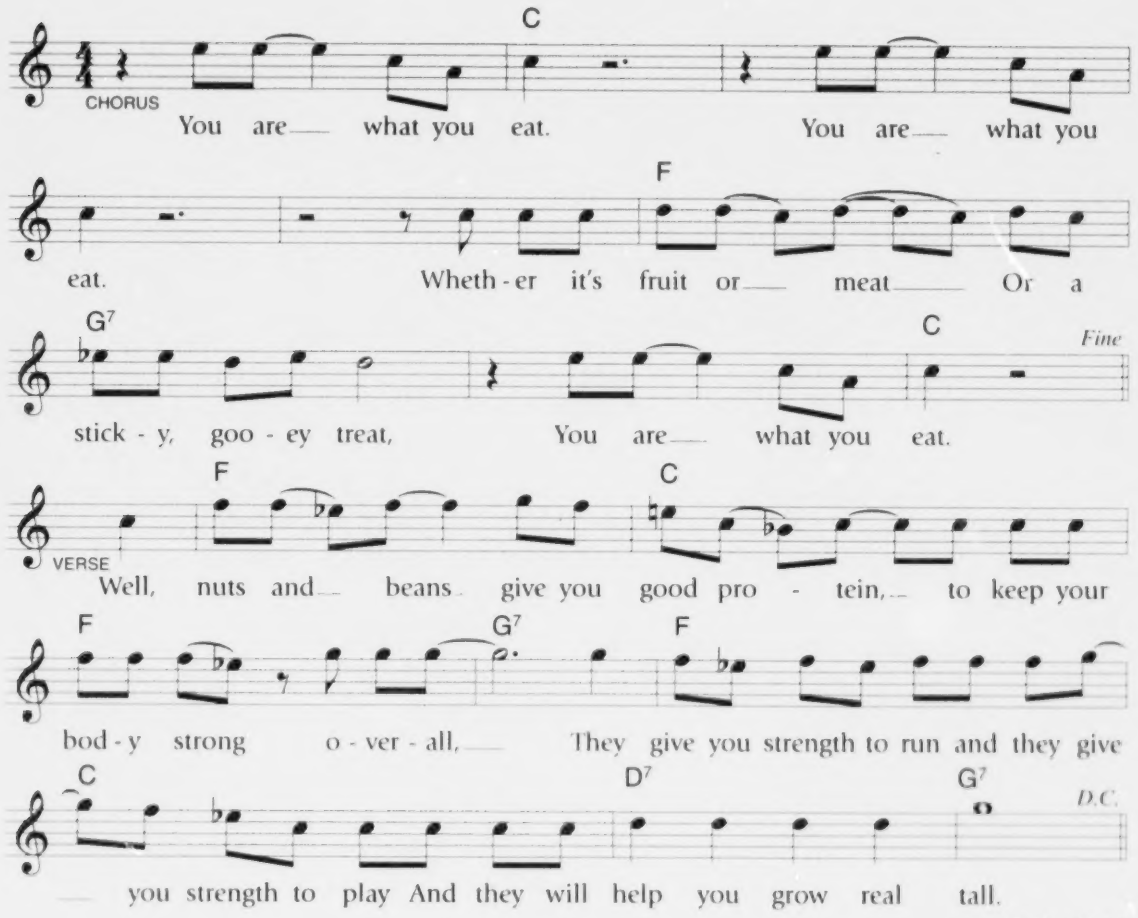
Use these children's books to explore nutrition with children:

Carle, Eric. *The Very Hungry Caterpillar.* New York: Philomel Books, 1986.

Day, Alexandra. *Frank and Ernest.* New York: Scholastic Inc., 1988.

Stevens, Janet. *Tops and Bottoms.* San Diego: Harcourt Brace, 1995.

Wood, Don and Audrey. *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear.* New York: Child's Play Ltd., 1990.

You Are What You Eat

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You Are What You Eat
by Marcy Marxer
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chorus:
You are what you eat.
You are what you eat.
Whether it's fruit or meat
Or a sticky, gooey treat,
You are what you eat.

Well, nuts and beans give you good protein,
To keep your body strong overall,
They give you strength to run and
They give you strength to play
They will help you grow real tall.

chorus

We get calcium from milk and cheese,
To build strong bones and teeth,
Strong bones to bend and twist and jump,
Strong teeth to smile and say cheese.

chorus

Give me a salad with lots of leafy greens,
Some big red tomatoes and some little chick peas,
Some broccoli and carrots and some good green beans,
And give me some tiny little bean sprouts please.

chorus

Sugar, it can drive you wild,
It shifts your body into overdrive,
Makes you play twice as hard,
Then you get real tired
'Cause your energy took a dive.

chorus

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
note for families (see facing page)
samples of foods named in song "You Are What You Eat"
(some sent in by families)

Directions

1. Send the note home with the children before listening to the song.
2. On a day when the food samples have started to arrive, invite the children to join you at a low table near the CD or tape player.
3. Listen to the song "You Are What You Eat."
4. Discuss what foods are mentioned in the song.
5. Play the song again, this time listening to the chorus and the first verse only.
6. Display samples from the nuts, beans, and meat food group, using food sent in by families whenever possible. Discuss how these are good and or bad for your body. After the discussion, have the children try the different samples. Be aware of any dietary restrictions children may have, either medical (such as allergies) or cultural (such as vegetarianism).
7. After about a week with the first food group, move on to the second verse, which is about dairy products. Play the chorus too, and encourage the children to sing along. Display dairy-group food samples and discuss what they do for our bodies. After the discussion, invite the children to try the different samples from home.
8. The next week, continue on to the third verse with the chorus. Discuss why fruits and vegetables are important for healthy development as you display the samples. Be sure to complete the activity each day by eating the foods represented.
9. Finally, present the fourth verse, which is about sugar. You may not wish to have samples from this food group sent in from home. It may be better to present some alternatives to the children at the center. Discuss with the children how their bodies feel when they eat candy or cake or drink soda. Do they feel anything different? Do their families allow them to eat sugar products?
10. Listen to the whole song again, having the children join in on the chorus.

Discussion

Use these questions to discuss how different foods affect people's bodies:

- Why do we need fruits and vegetables?
- Why is it important to eat healthy foods?
- What are some foods that might not be so healthy?
- If you were stuck on a deserted island, what foods would you try to eat? Do you think it would be safe to eat any plants you find on the island?

Variations

1. Have the children draw pictures or make sculptures of the food, and then sing the whole song and display the artwork. They can present these to their parents or guardians as a completion of the unit. Perhaps they can prepare a healthy snack or meal for their parents at the end of a week.
2. Have the children discuss the similarities and differences of being vegetarians or meat-eaters.
3. Create a chart of favorite foods. Each day the children can add a favorite food they've eaten the day before.

Date_____

Dear Parents/Guardians,

We will be studying the different food groups over the next few weeks. At this time, please let us know if your child has any food allergies, so that we can be sure to serve foods your child can eat.

We would appreciate some help with this topic. This week, please send in an example of the _____ group for your child for snack. For each day your child is present, please send in a different food from this group. For example, for the milk food group, you could send in yogurt on Monday, milk on Tuesday, cheese on Wednesday, and pudding on Thursday. It is okay to repeat snacks if your child will not eat something or you do not have the variety immediately available. Unless you want to, don't make a special trip to the grocery store for this activity—just use whatever you have at home.

Thank you for your cooperation. Here's to happy and healthy eating!

Sincerely,

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Let's Make Salad

Materials

large bowl
salad tongs
small sharp knives
salad vegetables, such as different kinds of lettuce, radishes, carrots, peppers, tomatoes, broccoli, cauliflower, and cabbage
fruits appropriate for salad, such as raisins and apples
nuts or sunflower seeds
grated cheese, or a block of cheese and a grater
croutons
salad dressing

Directions

1. Gather about four children at a low table and explain that everyone will be working together to make a salad for snack. If there are more than four children in your program, you may want to rotate children through this activity so that all of them get a chance to participate. Each group could prepare different vegetables.
2. Display and discuss the ingredients. Identify some similarities and differences among the vegetables and fruits. How is the cabbage like the broccoli? Where do the radishes and carrots grow? In what ways are a raisin and an apple the same? Are the nuts all the same? How are the nuts and the cheese different and yet the same?
3. Explain that the knives are for cutting the fruits and vegetables. They must be used with care, under an adult's guidance. Some foods can be broken or torn apart, such as the lettuce and cabbage.
4. Be sure everyone washes their hands carefully before beginning. This is a good time to discuss why we wash our hands before working with food—so that we do not spread germs to everyone who eats the food.
5. Have the children choose which food they would like to prepare. If there is only one adult available for this activity, have only two children at a time working with the knives, for safety reasons.
6. Once the foods are ready, place all prepared ingredients into the large bowl and serve. You may wish to let the children add the

cheese, croutons, and salad dressing to their individual portions instead of to the whole salad.

7. At snack or lunchtime, display and offer the salad. You may wish to share stories of what happened as the salad was being prepared.

Discussion

Use these questions to encourage discussion as you are making the salad:

- What are some foods you like to put into a salad?
- Why do you think a salad is a healthy food to eat?
- When are different times you can eat a salad?
- Do you grow a garden at home? What are different foods from your garden that you put into your salad?
- Can you name some vegetables that animals eat?

Variations

1. Create a fruit salad instead of a vegetable salad.
2. Make pizza. Have a crust ready before you begin, and let the children prepare the toppings. They can grate cheese and cut up vegetables such as peppers, tomatoes, broccoli, mushrooms, and onions.
3. Create a collage of a salad or a pizza by cutting out pictures from catalogs or magazines and gluing them onto a large cutout of a pizza or a bowl.
4. You may wish to work individually with any particularly active children during the cutting. It is best to allow them the opportunity to participate, but they may need closer supervision than other children. If they wish to work with the group, you can direct them toward the tearing and breaking activity instead of the knife, or choose a time when none of the other children are using knives so you can focus on that child.

What's This Food?

Materials

tray of foods for tasting (such as applesauce, peanut butter, ketchup, fruit slices, crackers, and cheese)
spoons
blindfold

Directions

1. With four or five children sitting around a low table, present the tray of food for discussion. Be sure to include foods from the families and cultures represented in your classroom.
2. Have the children take turns identifying the foods by sight.
3. Explain that they will be taking turns being blindfolded and guessing the foods that are placed into their mouths.
4. Choose a child to go first and blindfold the child. Ask the other children to remain quiet.
5. Ask the blindfolded child to open her mouth. Place one of the foods in her mouth and ask her to guess what it is. Once she has guessed, ask her to describe how she knew what it was. Did she use any other senses to help her decide?
6. Have this child choose the next child to be blindfolded. Continue the game until all children have participated.

Discussion

Use these questions to encourage children to talk about their experience with the activity:

- How did it feel when you were blindfolded?
- How did it feel to be able to use your mouth only to do this game?
- Was it easy or difficult to tell what the foods were by using only your mouth?
- Did you ever smell the food before it was put into your mouth?
- Which foods tasted sweet to you? sour? salty?
- Which foods were mushy? crunchy? hard? soft?
- Which food was your favorite? least favorite? why?

Variations

1. Have the blindfolded child describe what is in their mouth without actually naming it, and have others guess what it is. You will need to have the tray out of their sight in order for this to be effective.
2. List foods that are sweet, sour, salty, gritty, smooth, and so on.
3. Set up a smelling game by putting samples of food into film canisters and poking several holes in each lid. Good choices for this activity include cinnamon, pepper, peanut butter, banana, apple, onion, and grape-flavored gum. This might be a nice activity for a visually impaired child who may be experiencing heightened sensations of smell. Encourage the child to name the scents.

Animal Crackers Mime Game

Materials

bowl
animal crackers

Directions

1. Invite a group of eight to ten children to join you in a circle on the floor.
2. Show the children the bowl filled with animal crackers and ask if they know what they are.
3. Display various crackers and have the children name them.
4. Explain that the children will be taking turns to play this game. They will choose an animal cracker, look at it without letting the others see it, eat it, and then become the animal. The other children will guess what the animal is. They should try to imitate the animal's movements, without making sounds.
5. Have one child at a time pick an animal cracker. Be sure the child looks at it before eating it. Coach the child to act out the animal's movements.
6. The person who guesses the animal becomes the next actor.
7. Proceed until all children have had turns.

Discussion

Use these questions to help children talk about the activity:

- How did it feel to become the animal?
- Did you think it was hard not to be able to use your voice?
- What foods do you think your animal eats?
- What are some things your animal likes to do?
- Where does your animal live?

Variations

1. Mime an animal eating something, and see if the others can guess the animal and the food.

2. Have one child name an animal and ask the others to name foods that the animal would eat.
3. A shy child may be given the opportunity to use her voice by saying what the animal would say, such as "moo" for a cow. She will need extra time to think about the appropriate noise and may need to take her turn last, after watching the others set examples. You may want to give her several opportunities to participate throughout the activity, expecting that she will say no to the first one or two, or even to all of them.

I Believe Myself

12

Young children are constantly learning about the world around them, and about themselves. One of the most significant tasks of the early childhood years is for children to begin to make sense of the world, and to understand their place in it. Knowing themselves prepares children to get to know others. Adults can foster their self-confidence, and also support their spiritual, moral, emotional, intellectual, and physical development, by teaching children to trust their own instincts.

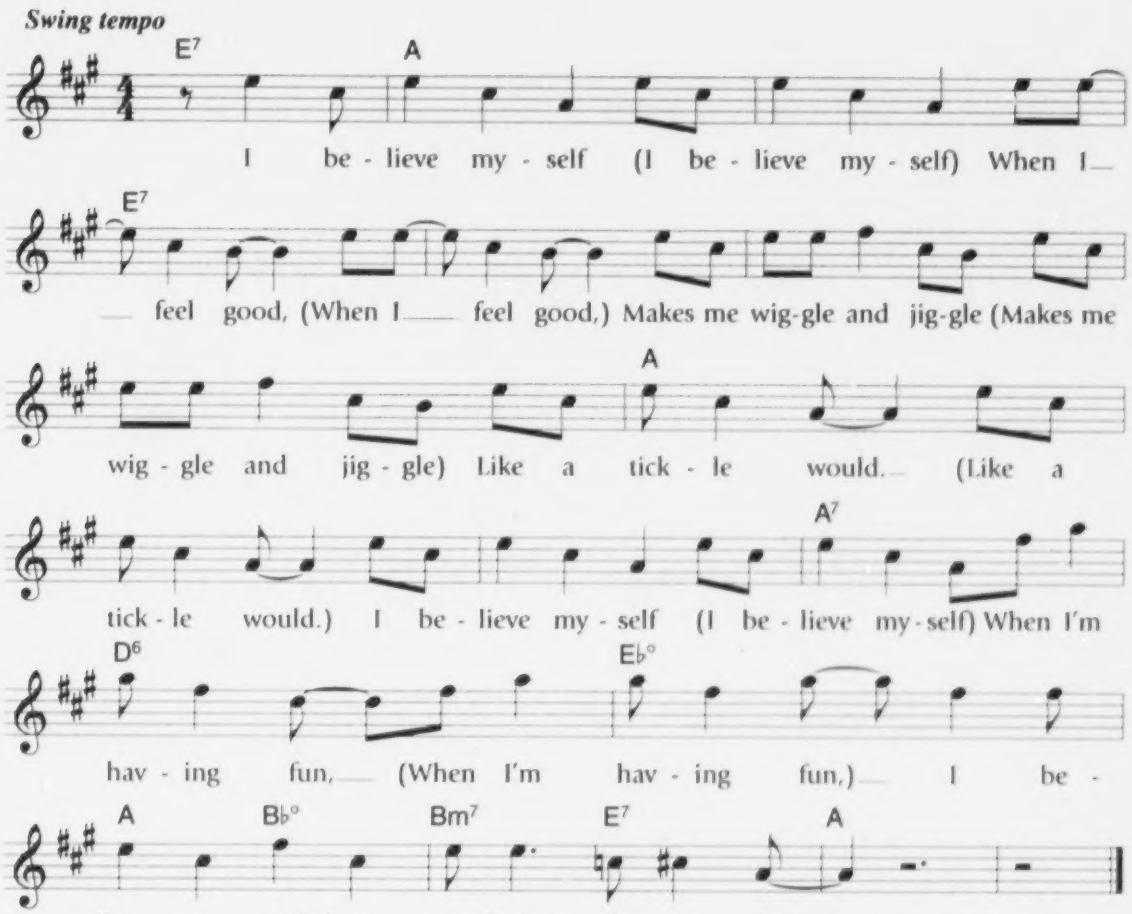
Children need to know that it's okay to be who they are, that their differences from others enrich the whole society. Each person has something unique to offer the community. Children must like and trust themselves in order to develop empathy for others, and in order to work together with others to accomplish a project or solve a problem.

Use these children's books to encourage children to appreciate their unique, special selves:

De Paola, Tomie. *Oliver Button Is a Sissy.* New York: Harcourt Brace Jovanovich, 1979.

Hoffman, Mary. *Amazing Grace.* New York: Dial Books, 1991.

Piper, Watty. *The Little Engine That Could.* New York: Platt & Munk, 1984.

I Believe Myself

Swing tempo
E7
A
I be - lieve my - self (I be - lieve my - self) When I
E7
feel good, (When I feel good,) Makes me wig-gle and jig-gle (Makes me
A
wig - gle and jig - gle) Like a tick - le would. (Like a
A7
tick - le would.) I be - lieve my - self (I be - lieve my - self) When I'm
D6
Eb°
hav - ing fun, (When I'm hav - ing fun,) I be -
A
Bb°
Bm7
E7
A
lieve my - self 'cause I know who I am.

By Cathy Fink
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I Believe Myself

by Cathy Fink
(©1989 2 Spoons Music, ASCAP)

I believe myself
When I feel good,
Makes me wiggle and jiggle
Like a tickle would.
I believe myself
When I'm having fun,
I believe myself 'cause I know who I am.

I trust myself
When something's wrong,
When it don't feel right
Then it must be wrong.
I trust myself
And my feelings too,
I trust myself 'cause I know when I'm blue.

I like myself,
I'm a real sensation,
I've got a heart of gold,
I'm my closest relation.
I love to have fun,
I'm a special one,
I like myself 'cause I know who I am.

I take care of myself
From morning 'till night,
I get dressed myself
In colors I like.
I take care of myself,
My friends too,
I take care of myself 'cause I like me and you.

I like my body,
It's my very own,
I can jump up and down,
I can shake my bones.
I like my body,
My body likes me,
I like my body 'cause I am me.

I believe myself . . .

Using the Song

Materials

Help Yourself! CD or tape
CD or tape player
rhythm instruments (enough for every child in the group to have one)

Directions

1. Gather the whole group of children near the CD or tape player on the floor.
2. Listen to the song "I Believe Myself."
3. Explain that you will be listening to the song again, but this time you will be echoing, just as the singers do in the song. It might be good to practice echoing short sentences before returning to the song. First an adult should sing a line, then the children should repeat the line that the adult sang.
4. You may wish to discuss certain aspects of the song, such as how the children take care of themselves. Can each child describe one special attribute about his body (long hair, freckles, being able to do a somersault)? What is his favorite color?
5. Practice echoing with the song again.
6. Hand out the rhythm instruments to the children. Have the children practice playing the instruments.
7. Play the song again, adding the rhythm instruments with their singing.

Discussion

Use these questions to help children discuss the meaning of the song:

- What do you think it means to say, "I believe myself"?
- What makes you feel good?
- What do you think is fun to do?
- What does it mean to say, "when I'm blue"?
- What does "a real sensation" mean?
- What does "heart of gold" mean?
- How can you shake your bones?

Variations

1. Play the song, use the instruments, and create a parade.
2. Make a chart of things that make people feel good. Hang it on the wall as a reminder to feel good about yourselves, especially on a bad day.
3. Discuss ways you can make others feel good about themselves.

Who's Behind the Blind?

Materials

large photos (5 by 7 inches or larger) of children, brought in from home

a file folder with 6 flaps, each 1 inch square, cut into it at various places

Directions

1. Have a group of four or five children join you at a low table.
2. Place the photos of the children face up on the table in front of you. Allow the children to look at the photos for a couple of minutes.
3. Explain that you will be playing a game in which they need to guess who is in the picture that is behind the blind.
4. Show the children the blind (the file folder with the flaps cut). Show them how the flaps work.
5. Explain that they will only be able to see a little bit of the picture at a time.
6. Turn all of the photos upside down and mix them around.
7. Choose one photo, cover it with the blind, and turn it right side up.
8. Ask who would like to go first and have that child flip up one of the flaps. See if he can guess who it is from this one flap. If he guesses correctly, he may choose the next picture from the pile that is still upside down, and you can begin the game again. You will need to sneak a peek at the photo as you turn it over, so that you can judge whether guesses are correct.
9. If the first child guesses incorrectly, have him choose the next person to open a flap. Continue opening flaps and guessing until the photo is correctly identified or until all six flaps have been opened and the children give up.

Discussion

Use these questions to help children talk about the game:

- How did it feel when you needed to make a guess about something that you could only see part of?
- How did you figure out who was behind the blind?
- What clues did you use to help you guess?
- Did you listen to how other people were thinking out loud about who was behind the blind?

Variations

1. Use the same folder to cover up a picture of an animal and see if the children can guess what the animal is.
2. Have the children stand behind a sheet. Have one child move to the other side of the sheet. One of the children in the group should speak and the child on the other side should try to guess who it is just from their voice.
3. Have one child step out of the room and see if the others can describe what that child was wearing.

Self-Help Activities Mural

Materials

camera with film
large piece of poster board or newsprint
markers
glue or tape

Directions

1. Over the course of several days, take pictures of the children engaged in different self-help activities such as brushing their teeth and tying their shoes. Be sure you take at least one picture of each child.
2. Develop the film.
3. Use the pictures to create a mural on the poster board or newsprint. The children can be responsible for their own pictures. Perhaps they can draw designs around their pictures.
4. Hold the mural up, or hang at the children's eye level, during a circle time.
5. Give each child an opportunity to talk about his own picture.
6. On a separate paper to be placed next to the mural, write what the children say about their pictures.

Discussion

Use these questions to encourage conversation about the mural:

- How did it feel to have your picture taken?
- How do you feel about having your picture displayed on the mural?
- Are there other things you do at the center that could be added to the mural?
- What are some things that you see your teacher or the adults in the room doing that you think could be added to the mural?

Variations

1. You could play a "Find It" game, having one child describe a picture to find on the mural and then guessing which one the child has in mind.

2. This mural can reassure a child who is having trouble with a certain task. Use it to point out what he has already achieved, and add new pictures to show new accomplishments.
3. Laminate the pictures individually and hang them from the ceiling around the room. This way they can be taken down to show the children individually when they have trouble with a new task.
4. Create a daily schedule book with the pictures. Put one activity picture on each page and label it. Children can use this to help them anticipate what will happen next. This is especially good for children who have a hard time staying on task.

I'm Proud of Me

Materials

letter for families (page 144)
shoeboxes for those families who request materials
materials to decorate the shoebox (sequins, markers, glue, feathers, pipe cleaners, material scraps, and so on)

Directions

1. Send the letter for families home with the children. Be prepared to talk about the activity with parents at drop-off and pickup times, and also to decorate boxes at the center with children whose parents aren't able to participate.
2. When it's time to share, gather a group of children on the floor. Ask the child who will be sharing to sit near you. (One child per day is plenty. You can also stretch this activity out over several months by inviting one child a week to present his box. In that case, give the parents the box the week before and tell them what day their child will be sharing his box.)
3. Guide them through this sharing activity by asking the following questions:
    - Can you talk a little bit about your box?
    - What is inside the box that makes you feel good?
    - What is inside the box that makes you feel proud?
    - What is inside the box that shows you can do something by yourself?
    - What is inside the box that shows what you like best about yourself?
4. Ask if the child would like to share anything else.
5. Ask the other children if they have any questions.

Discussion

Use these questions to help the children talk about the experience of making the box:

- How did you make your box at home?
- How did it feel to find things at home that would answer our questions?
- Who else helped you at home?
- What new information did you find out about yourself?
- How do you feel about your special box?

Variations

1. Children can make small photo albums about themselves doing different activities at home and share this with the rest of the children.
2. Instead of a box of real objects, the children could put together a collage of pictures from home that would answer the discussion questions.
3. The children could create their own questions to answer after listening to the song "I Believe Myself." It would be best to keep the number of questions to a minimum of three or four. For example, after hearing the line "I believe myself when I'm having fun," a child might come up with, "What do I do that's fun?"
4. The children could draw self-portraits and discuss them.

See next page for sample letter.

Date_____

Dear Parents and Guardians,

We would like to share some special knowledge about your child. With your child, please decorate a small box, such as a shoebox. If you need the materials, let us know. After you have decorated the box, be sure your child's name is written on it where it can be read easily.

Please gather a few items from your house that would help your child answer the following questions:

What makes me feel good about myself?
What make me feel proud of myself?
What can I do all by myself?
What I like best about myself is . . .

One or two items per question will be enough. Place the items in the special box.

It would be great if you could spare some time from your busy schedule to join us in sharing about your child. Just let us know when would be a good time (perhaps just before you pick up your child). However, we will be glad to talk about the questions on our own if this is not possible.

If you have any questions, just ask when you see us. We look forward to learning some new information about your child.

Thank you for sharing.

Sincerely,

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Cathy Fink and Marcy Marxer

Cathy Fink and Marcy Marxer have delighted children, parents, and teachers with their interactive music for over 20 years.

Their experiences include classroom work, school assemblies, educational conferences, arts centers, and major concert venues. They have performed at the Kennedy Center, Philadelphia International Children's Festival, Smithsonian Institution, and *The Today Show* and are frequently seen on The Learning Channel. They have presented keynotes, workshops, and concerts at conferences of the National Association for the Education of Young Children (national and regional), American Music Therapy Association, Southern California Kindergarten Conference, AFL-CIO, and hundreds of other organizations.

Empowering parents and educators to find more ways to include music in daily life with children has been a centerpiece of Cathy and Marcy's success. They are four-time Grammy nominees for the recordings "Pillow Full of Wishes," "Blanket Full of Dreams," "Changing Channels," and "Dreamosaurus." Other awards include The Parents' Choice Gold Award, The Oppenheim Toy Portfolio, American Library Association Award, Early Childhood News Award, and over 30 awards from the Washington Area Music Association.

Cathy and Marcy's live performances have set the standard for family participation and fun, and their recordings have inspired kids, parents, grandparents, teachers, and friends to sing together and enjoy the magic of music.

Children's and Family Recordings

All Wound Up/Cathy & Marcy & Brave Combo (Rounder, 2001)
Pillow Full of Wishes (Rounder, 2000)
Changing Channels (Rounder, 1998)
Blanket Full of Dreams (Rounder, 1996)
Air Guitar (High Windy, 1994)
Nobody Else Like Me (A&M 1994, Rounder Records 1998)
Help Yourself! (A&M Records 1993, Rounder Records 1998)
A Cathy & Marcy Collection for Kids (Rounder, 1994)
The Runaway Bunny/Goodnight Moon (with Si Kahn) (Harper Collins, 1989)
Kids Guitar 1 & 2 (Homespun Video, 1989)
Making and Playing Homemade Instruments (Homespun Video, 1989)
Ukulele Lessons for Kids (Homespun Video, 1993)
Cathy & Marcy's CD Songbook for Kids (Homespun Tapes, 1998)
When the Rain Comes Down (Rounder, 1987)
Jump Children (Rounder, 1986)
Grandma Slid Down the Mountain (Rounder, 1984)

Management/Bookings/Mailing List/Sales:

Community Music, Inc.
P. O. Box 5778
Takoma Park, MD 20913
800-669-3942
www.cathymarcy.com

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Other Resources from Redleaf Press

More Than Singing: Discovering Music in Preschool and Kindergarten
by Sally Moomaw
More than 100 activities and ideas for songs, instrument making, music centers, and extensions into language, science, and math. Clear directions and musical notations guide you.

Kids Like Us: Using Persona Dolls in the Classroom
by Trisha Whitney
Kids Like Us shows how teaching young children can be more effective with storytelling, problem solving, and positive feedback. The author outlines five steps for using dolls to increase understanding and nurture thinking in a variety of situations.

Making It Better: Activities for Children Living in a Stressful World
by Barbara Oehlberg
This important book offers bold new information about the physical and emotional effects of stress, trauma, and violence on children today and gives teachers and caregivers the confidence to help children survive, thrive, and learn.

The Optimistic Classroom: Creative Ways to Give Children Hope
by Deborah Hewitt & Sandra Heidemann
Over seventy activities will develop ten strengths that allow children to meet and cope with the challenges they face.

Transition Magician 2: More Strategies for Guiding Young Children in Early Childhood Programs
by Mary Henthorne, Nola Larson, and Ruth Chvojicek
More than 200 original learning activities will help teachers smoothly weave everyday activities together.

Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom
by Ellen Wolpert for the Committee for Boston Public Housing
This video and study guide summarize the goals of anti-bias work while addressing six areas of bias: age, gender, sexual orientation, economic class, physical ability, and race and ethnicity.

800-423-8309
www.redleafpress.org

Children who are confident are ready to learn. They are also better able to keep themselves safe in potentially unsafe situations, because they trust their own intuition.

Help Yourself! is the first book in a collaborative series between Redleaf Press and Grammy-nominated children's and family musicians Cathy Fink and Marcy Marxer.

Based on the songs from the Fink and Marxer CD *Help Yourself!*, this collection of activities covers a range of topics, from personal safety to good nutrition. *Help Yourself!* is filled with fun and creative ways to use the songs as a springboard into a curriculum for promoting self-esteem and safety skills among preschool children. Each section begins with sheet music and complete lyrics for each of the twelve songs, then offers a variety of activities—many adaptable for children with special needs—designed to explore the topic of each song.

The songs and activities in *Help Yourself!* let kids enjoy themselves while actively learning important skills. Perfect for caregivers, teachers, and parents of preschool children.

Kate Ross is an early childhood program coordinator for Vermont public schools. She has taught and consulted in early childhood and elementary school settings for over twenty years, mostly devoted to children with special needs. Ms. Ross has a master's degree in speech/language pathology.

Praise for the *Help Yourself!* CD

". . . an entertaining all-purpose primer on self-reliance and self-esteem . . . that rare record for kids that adults won't mind hearing over and over again."

—Joe Brown, *Washington Post*

"I think *Help Yourself!* should be 'required' listening. It teaches young children there are things they can do for themselves, lets them know that learning is fun, encourages them to get in touch with their feelings, and much more. These songs can help youngsters—and their parents—work their way through some tricky problems of early childhood. Also, the music's great!"

—Marian Wright Edelman,
Children's Defense Fund

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Early Childhood Curriculum